

**BRIDGES OVER CULTURES**  
**TEXTS AND EXERCISES FOR ADVANCED STUDENTS**  
*(SECOND YEAR OF STUDY)*

Dedicăm această carte părinților noștri.

**Lector univ. drd. Diana Iulia NASTASIA**  
**Profesor Sorin NASTASIA**

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**Bucureşti - 2001**

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# CONTENTS

I.	<b>On Freedom and Equality.....</b>	<b>9</b>
	Writing an Essay. The Classification of Nouns. “Utopia” of Thomas More. Well-known Phrases, Idioms.	
II.	<b>On Governing .....</b>	<b>29</b>
	The Argumentative Essay. The Gender of Nouns. The Social and Political Works of Francis Bacon. Borrowed Words.	
III.	<b>Reason and Order .....</b>	<b>51</b>
	The Philosophical Essay. The Plural of Nouns. “Leviathan” of Thomas Hobbes. Words With Two or More Meanings.	
IV.	<b>Community and Authority .....</b>	<b>67</b>
	The Social and Political Essay. Uncommon Forms of Plural. The Social and Political Works of John Locke. Confusing Words.	
V.	<b>Conventions .....</b>	<b>85</b>
	Memories and Descriptions, Writing a Book or Film Review. The Case of Nouns. Personality and Intellectual Development of David Hume. False Friends.	
VI.	<b>On Tolerance .....</b>	<b>105</b>
	Technique and Art in Essay Writing. Formation of Nouns. A modern philosopher: John Stuart Mill. Abbreviations.	
VII.	<b>Revision .....</b>	<b>123</b>
VIII.	<b>The Declaration of Independence .....</b>	<b>129</b>
	What Is a Project? The Article. Conditions Which Led to the Issuing of the Famous American Act. American Words.	
IX.	<b>The American Constitution .....</b>	<b>149</b>
	The Life Cycle of a Project. The Adjective. Rights and Liberties Regulated by the Constitution. Popular Language, Slang, Colloquial Words.	
X.	<b>Political Ideas of the Revolutionaries .....</b>	<b>171</b>
	Project Management Skills. The Adjective. Political Debates at the Birth of the American Nation. People.	
XI.	<b>The First Presidents .....</b>	<b>191</b>
	The Eligible Project. The Pronoun. Political Actions of the First Three Presidents of the United States of America, George Washington, John Adams, Thomas Jefferson. Elections and Government.	
XII.	<b>Individualism in America .....</b>	<b>219</b>
	The Eligible Project. The Numeral. The Political Views of Ralph Waldo Emerson and Henry David Thoreau. Geo-political Names and International Relations.	
XIII.	<b>North and South .....</b>	<b>239</b>
	Teamwork in Project Management. The Adverb. The War Between Brothers. The Conceptions and Actions of Abraham Lincoln. Punctuation Marks and Printing.	
XIV.	<b>Revision .....</b>	<b>263</b>
XV.	<b>Bibliography .....</b>	<b>267</b>



## **CADRUL GENERAL AL CURSULUI**

Cursul de limba engleză pentru anul al doilea, nivel mediu-avansat, își propune să dea studenților care urmează cursurile Facultății de Comunicare și Relații Publice în sistemul Învățământ Deschis la Distanță (IDD) posibilitatea de a continua să învețe situații comunicaționale din ce în ce mai complexe și mai apropiate de domeniul lor de studiu, să aprofundeze gramatica limbii engleze, pentru a vorbi cât mai corect și mai fluent. De asemenea, ei se vor familiariza cu limbajul socio-politic și cu marile texte ale celor mai importanți autori britanici și americani, exersând confruntarea cu ideile revoluționare și rafinându-și vocabularul.

Concepută după același sistem ca și volumul de anul întâi, această a doua lucrare cuprinde cursuri structurate în patru părți, de aproximativ aceeași mărime și importanță. Cea dintâi componentă este una comunicațională, prezentând tipuri de eseuri și modele de scriere a acestora, apoi tipuri de proiecte eligibile și căi de a realiza proiecte bine fundamentate. A doua paradigmă cuprinde scheme mai complicate din gramatica limbii engleze, cele mai dificile probleme privind substantivul, articolul, adjectivul, pronumele, numeralul, ca și cele mai frecvente greșeli de exprimare provenite din necunoașterea morfologiei; fiecare problemă este exemplificată cu exerciții și traduceri care vor ajuta studenții să înțeleagă mai bine teoriile. Partea a treia conține comentarii pe marginea vieții și operei unor personalități marcante ale culturii moderne, cărțurari ale căror idei de filosofie socio-politică le găsim de actualitate și astăzi; sunt de asemenea incluse aici fragmente din textele acestor clasici, pentru ca studenții să se obișnuiască să citească în original și să discute marile doctrine filosofice și politice. A patra componentă a cursului expune exerciții de vocabular, grupate și ele pe teme, analizând structuri complexe, ca de pildă idiomuri, cuvinte ce se pot confunda, prieteni falși, expresii americane sau colocviale.





# I. ON FREEDOM AND EQUALITY

## A. Writing an Essay.

Writing an essay is not simply a matter of getting the required number of words down the paper. You must do all you can for making your essay interesting, so that it will hold the reader's attention to the end. To achieve this, it is not necessary to go to absurd lengths to be original. You only need to include incidents and details which are drawn from everyday life or which you have imagined. You also need to make a plan, first ordering it according to the appearance of thoughts, then structuring it so that it should form a logical sequence of ideas. There is a need to link the sentences in paragraphs and the paragraphs in a text in a natural manner. Anyhow, the effort you must have done to compose an essay should not be visible for the reader.

*AI. Read the following theories about writing an essay comment upon them and give examples. Bear in mind the most important features of essays, the stages of essay writing and the planning, so that you could use them in accomplishing your own writings.*

*a. The most important features of an essay would be the following:*

- **Interest.** The most unpromising subject can be turned into an exciting essay. An essay can be dull or interesting, according to the way in which you care to make it. Once you have found something definite to say, your essay will be exciting to read.
- **Unity.** Just as it is important to connect your sentences within a paragraph, you should make sure that your paragraphs lead naturally to each other. Answer each question closely. Do not repeat yourself. Make sure that every paragraph adds something new to the essay.
- **Balance and proportion.** Keep a sense of proportion. The length of a paragraph will depend on what you have to say. Do not let yourself be carried away by fascinating but unimportant details, otherwise your essay will be unbalanced. Never attempt to write an essay in a single paragraph.
- **Personal statements.** Do not address to the audience, the professor, your colleagues, and do not make comments on the topic like "I do not like this subject and I do not know how to begin" or "... and now it is time for me to finish my essay" etc.
- **Test for quality.** If in your effort to reach the word limit you find yourself counting the number of words you have used every time you add another sentence to the essay, it is a sure sign that there is something basically wrong with your treatment of the subject. If you are so bored with your own writing that you have to keep counting the number of words in order to find out if you are close to the end, it is more than likely that your audience will be equally bored. If your essay has given you pleasure to write, it is quite probable that it will be enjoyable to read. This is a good, but not always reliable, test for quality.
- **Re-reading.** It is absolutely necessary to read your work through when you have finished writing. While doing so, keep a sharp look for grammar mistakes, especially those connected with word order or the sequence of tenses. Try to develop the habit of not repeating the mistake once it has been pointed out to you.
- **Titles.** After you have finished your essay, choose a good short title. Make sure that it has to do with the subject, but do not give the reader too much information. Think of something catchy, tricky.

*b. Stages of essay writing:*

Writing an essay takes time: to gather information, determine a topic, decide what directions you want to take, organise your evidence, write the first draft, revise and edit the next draft or drafts, then prepare a final copy which says clearly and convincingly what you want to say. Time taken to plan an essay saves time staring at a blank sheet of paper with no clear ideas in mind.

1. **Thinking about an essay topic.** Before you start to write, study your essay topic carefully; be sure you understand it and know what you are supposed to do with it. Here is a sample essay topic: *Describe the image of women presented in television advertising. Do you think it is fair?*
  - ♦ **Understand the topic.** If you have done sufficient research, you should have a quite good overview of the topic you have been given or have chosen. Sometimes, as in this example, the factual content of an essay topic will be fairly simple; at other times, you will have to read the materials very carefully to be sure that you perceive it fully.
  - ♦ **Be sure you know what you are to do with the topic.** In the topic given above you are asked to do two things: *describe the image of women presented in TV ads*, and *give your own opinion about its fairness*. These two processes are different. When you describe something, you don't judge it. In planning your essay, you would first work at gathering evidence showing how women are portrayed in TV ads. Only when you have presented as complete and fair a picture as is possible in an essay will you be able to argue convincingly the second part: your personal evaluation of the image. In the final version of your essay you might not present the materials in this order. But in thinking about a topic, act like a scientist: always put together the evidence first, and pass the judgements only after you have surveyed your collection of data.
  - ♦ **Make clear your interpretation of the topic** before you try to address it. Sometimes you will find a vague word or phrase in an essay topic and you will be forced to decide what the term really means. This is not a trick; rather it's an invitation to think carefully about a topic. In our example, you would probably have to decide what you mean by "fair": impartially accurate, presenting all sides, helpful? Make sure that you understand the direction words: every essay question or topic has a controlling idea expressed usually in one or two **key words**. Each of these words has a precise meaning. Here are a few more common direction words: **compare** (examine a set of items and find the resemblances among them); **contrast** (stress the differences); **define** (give a short, clear statement of meaning); **discuss** (present various sides and views of a matter); **evaluate** (appraise something – do not simply present the facts, but say why some appear more valid than others); **justify** (show the grounds for any judgements you have made); **summarise** (give the main points or facts in short form); **trace** (describe a sequence of events or development from the point of origin).
2. **Brainstorming.** Your first step in the actual writing of an essay is to note down quickly all the ideas that come into your head as you think about the topic. Write everything down; don't pass judgements on your own ideas yet. Something that looks unimportant at the outset may lead you to think of something very important later on. This list is for your eyes only and provides an invaluable reference as you start to write the first draft of your essay. The ideas you write down need not be in any order. This process is also called free writing or prewriting. Let's brainstorm on the sample topic given above:  
*Older women are wise: women helping men. Men experts who have to help women solve problems. Women concerned only/mostly with family and floor wax. Women take care of themselves. Some non-stereotyped women driving a Porsche, being a jockey or an oil engineer. All professional women very young and beautiful.*

3. **Formulating a thesis.** Now you are ready to start deciding the direction of your essay. Begin by testing different possibilities. It is not just a simple restatement of a question. Be sure that the statement is a good response to the whole topic.

Here are three possible directions to take our women-in-TV-ads topic: *Although there are some positive images of women on TV, generally ads present an unfair view of women as dependent, shallow materialists. While the TV ads are sometimes annoying in their shallowness, they reflect fairly accurately the concerns of a majority of women. Since ads have a powerful influence beyond simply selling products, it is only fair that they be used to improve the position of women by showing their strengths as well as their weaknesses.*

Next, tentatively decide on a direction to take. Check your brainstorming lists of ideas to see which of the statements you have written down has the most support in the evidence you have gathered, which of the directions you have explored sounds most convincing, or for which you have gathered the most ideas. This becomes the point you are going to make in your essay: your possible thesis. Remember that, as you continue to write the essay, new ideas will come to you. You wrote the original thesis statement; you can change it at any time and must if you find that you can no longer support your original position. You may end up writing an essay that says just the opposite of what you started with; this happens, so don't let it worry you.

4. **Organising your evidence.** Go over your brainstorming notes and see whether you can group the mess of ideas, examples and questions into categories. In coming up with your thesis, you probably started this process, thinking about which examples would support your thesis and which might go against it. You can use different coloured pens to underscore in your notes those ideas that go together: examples of women as shallow all underlined in red, for example. Or you may cut up your notes and arrange them on a table top, like playing cards, trying to find a pattern. As you sort your notes, think about the points you want to stress in your essay. In a paper you are not going to be able to make more than two or three points. Each of these points must be supported with evidence (facts), and defended against possible attack from a reader who thinks differently. Initially, think in terms of one major point to a paragraph.

You may end up with something like this: *Women are often portrayed as simple-minded in TV ads. The few women who are shown as intelligent are unconvincing. To be fair to women, ads should often portray them more naturalistically.*

Keep in mind that you are writing a short essay, not the final word on the image of women in ads. For a paper, select a limited set of ideas and the best possible examples to illustrate them. Other ideas and examples will have to be discarded, but don't destroy any notes until you have finished the paper; if you change your thesis, you may need to go back to them for fresh ideas.

5. **Writing the rough draft.** Now you are ready to start composing the first version of the essay. Don't begin by constructing a magnificent introductory paragraph. The chances are that by the time you finish writing the essay, it will no longer fit what you have said! On the other hand, don't worry if you find it hard to begin writing. Start with the second paragraph. Or pretend you are writing a letter to an intelligent and sympathetic friend. Professional writers often have a hard time starting a piece of writing: one author sits in front of a typewriter and does not allow himself to get up, even to go to the bathroom, unless he has written at least four sentences. As you compose the rough draft, remember that it is rough. Concentrate on getting your ideas down in some logical order. Don't worry about grammar or spelling or even final organisation: that is another process, revising and editing. The rough draft is your first effort at composing your ideas, not the final version of your essay. "The idea", says novelist Bernard Malamud, "is to get the pencil moving quickly".

6. **Revising and editing.** Once you have composed a rough draft, you are ready to revise and edit it, two separate and important steps that most writers find they work on at the same time. When you revise, you are looking for ways to improve the content; when you edit, you are looking for technicalities of writing (grammar, spelling, etc.). Make a clean copy of your rough draft before revising and editing the essay. It makes both tasks easier. Why? A clean copy allows you to see everything more clearly. Problems in organisation of ideas or of facts supporting those ideas will stand out more clearly during revising. And problems of sentence structure, punctuation, even spelling, become more apparent during editing.
- ◆ **Revising for content.** On the clean copy of your draft, first check the sense of what you have said. Have you made the point you set out to prove, or have you gone off into other areas? Have you repeated yourself? Have you made a point, yet not backed it up with evidence? Have you put in unnecessary evidence for a very simple point? Are things in the right order? Does everything you say make sense? Try writing a brief outline of your essay to see if it all hangs together. Look again at the introductory paragraph: does it really introduce your paper?
  - ◆ **Revising for shape.** An important aspect of revising a rough draft is making sure your essay has “shape”, a simple, classical pattern of a beginning, a middle and an end. Just about every piece of writing, short or long, needs these three elements. They insure that your reader understands your thesis (main point, central or controlling idea, or theme they all mean the same thing) and then becomes convinced that it is an interesting or valid one. This is the three-part pattern:  
**Beginning:** State your thesis (this is the main topic or single general idea of the entire essay).  
**Middle:** Develop your thesis, discuss it and support it with evidence (the “body” of the essay).  
**End:** Recognise your thesis and evidence for it and state your conclusions.  
You will probably follow this pattern quite mechanically in your first two or three essays. In later writing you will become increasingly subtle, as you experiment varying.
  - ◆ **Revising for style.** As you revise your rough draft, think carefully about your audience, the person who is going to read what you are writing. For most university essays it is, quite frankly, the professor. You would write the same ideas quite differently in a letter to your grandmother or in a memo to your boss. Please do not fall prey to the misconception that intelligent writing is pompous writing. Again, writing to convince is preferable to writing to impress. One rule of good style is that when you revise, you should think about whether or not you can explain something more clearly, in simpler language, or with even better evidence backing up. If you can, go with the simpler version. Another rule of good style is to use varied words, an active or vivid noun, or just the right adjective or adverb. As you read and write more, you will be automatically building your vocabulary. Use only words for which you know the meanings. As you add words to your vocabulary, be sure that you are using them accurately, precisely.
  - ◆ **Editing.** Once you are satisfied with the essay as an essay (this may mean that you have had to do another draft copy), review it very carefully for technical errors: spelling, grammar, subject – verb agreement, adjectives used as adverbs, and so on. Know your own weaknesses: if you can’t spell “occurrence”, look it up. If you know that you sometimes leave the “s” off verbs, double-check for that point. Don’t just make a stab at corrections; be sure you understand what you are doing. Keep asking questions until you do!
7. **Final copy.** Type the final copy yourself. The retyping gives you a chance to make fine adjustments to things you didn’t notice before. Proof-read a hard copy of the final draft very carefully. Proof-reading is easier if you put the paper aside for at least a few hours before rereading it. Do not hesitate to make corrections if you find errors; it’s your paper, and you have the right to change anything you have written. However, don’t panic and make unnecessary corrections. Decide at some point that the paper is finished.

c. *If you have to write an essay, a plan should make explicit the skeleton of an answer to the set question. One paper would be enough for planning an essay, having the advantage that it can help you see how the whole essay fits together. Your essay plan can usefully include four components:*

- ***A summary of the introductory paragraph*** should explain what you are trying to do and how you intend to do it, to tell the readers what to expect and to establish the criteria of relevance through which they can judge if your essay achieves its goals. This paragraph should: highlight the important terms from the title; make clear how you are interpreting the question; state your aims; briefly indicate the general line of argument and/or order of discussion that follows. The summary of this paragraph should comprise, under a bullet, each of these points.
- ***The main points of your argument.*** These topics to be approached should be placed in the plan in the order in which you will present them in the essay. Express the essential idea behind each stage of your essay in a single sentence. Also mention the possible links between ideas, which will constitute the future links between paragraphs.
- ***The evidence and supporting material.*** They will be included as examples. A brief reference to each proof should be introduced under each theoretical point to be made. This will mainly involve outlining someone's argument(s) and/or details of empirical studies. Arrows may be added to indicate any cross-reference between stages of the essay that you intend to include.
- ***The conclusion.*** It should relate to the essay question and it should derive clearly and logically from your preceding points. If the points you make are expressed in coherent sentences (harder to do but far more effective than unrelated words or phrases), putting them together should produce an intelligible abstract of your whole essay.

A2. *Write essays of between 250-350 words starting from the following paragraphs, plans or topics:*

a. *Develop the following first paragraphs:*

1. Mr. Soames woke up with a start and was surprised to find the gallery so quiet and almost dark. Just in front of him on the wall there was a forgotten painting of some Old Master. As he looked at it, he suddenly remembered where he was. The dreadful realisation came over him all at once: he had been shut up in the museum!
2. Ten short quick steps brought him to the other side of the room. Here was a sound of breaking glass. In a moment he had jumped out of the window and was halfway across the garden before anyone could stop him.
3. It is always pleasant to look through an old photograph album. Hundreds of people are gathered there: grandparents, parents, uncles, aunts, cousins, friends. For a short time, it is possible to see them all again in some of the happiest moments of their lives.

b. *Complete the story to the last paragraph:*

1. I left the exhibition realising that I would have to visit it at least once again. After walking around for five hours I have still only seen a very small part of all the interesting things on display.
2. I was so glad when I heard the key in the front door. Looking after the baby had been very hard work, much harder than I had expected.
3. "I'm afraid I haven't heard a thing", the old lady replied loudly. "I've been trying to tell you so for the last half hour but you just wouldn't listen: I'm deaf".

c. *Make up stories between the following beginnings and ends:*

1. *The first paragraph:* It is hard for people who live under blue skies to imagine what a heavy city fog is like. It is something quite different from the clear mist on a mountain and may come down without warning and cover a whole town.

*The last paragraph:* I climbed the steps of every entrance until I came to my own. Even when I had opened the door, I was not sure that it was the right house or even the right street.

2. *The first paragraph:* Looking at an atlas has the same fascination as looking up a word in a dictionary. You try to find one thing and are soon carried away by another so that in the end you forget what it was you were originally looking for. In this way an atlas often enables you to take imaginary trips to distant places or to trace the journeys of great explorers.

*The last paragraph:* For some time I imagined what it must have been like to cross the Pacific in a raft. Then, turning over the pages of the atlas again, I found that I was soon off on another journey.

d. *Write stories according to the following plans:*

1. *Before the event:* Midnight: bridge – cold – dark. Frank on bridge. Someone approaching. Effect on him. Steps come nearer. Frank turns to look. Pretends to stop. Sees stranger. Description.

*The event:* Conversation. The man wants information. Frank suspicious. Why? Follows. Outside house: lights, man over wall.

*After the event:* Frank now sure – telephone box.

2. *Introduction:* Decision to spend day in city: square - gardens. First impressions.

*Development:* Arrival at square. People – pigeons – statue. Incident – boy and pigeons. Leave square. Public gardens: different atmosphere. Pond most interesting. Various boats. Rest. Join crowd.

*Conclusion:* Midday. Leave for home. Surprised that city could be pleasant.

e. *Write essays on the following topics:*

1. A typical day in the year 2070.
2. The merry millionaire.
3. The terrible twins.
4. Buried alive.
5. An unusual day in the life of a dustman.

A3. *Do the following exercises:*

a. *Look at these notes and write, comprising as many details as you can, a description of Picasso's life, in about 200 words.*

- Born in Malaga, Spain, in 1881.
- Artistic training began in Barcelona in 1895.
- Visited Paris in 1900, assimilating many different influences.
- Had a Blue Period of creation, followed by a Rose Period.
- His painting was spontaneous and personal until 1906, when he converted to primitivism.
- His Cubist period, with Braque, from 1907 to 1914.

- After the First World War he returned to a realistic approach, producing elegant and precise drawings.
- Married middle-class Olga Kokhlova.
- Became a successful artist.
- Began surrealist painting in 1925, producing disturbing and monstrous images.
- Mainly sculpture from 1930 to 1934.
- Visited Spain in 1933 and 1934.
- Political comment in the famous painting *Guernica*, created in 1937, expressing his horror of war and fascism.
- Settled in the South of France in 1948.
- Continued to paint, draw and sculpt until his death in Mougins, France, in 1973. He is nowadays celebrated as one of the great artists of the 20<sup>th</sup> century.

*b. Complete the sentences below with these linking words and phrases which could help you make your essay more coherent: as a result, moreover, otherwise, as though, all the same, as long as, as soon as, contrary to, as, even though, no matter, because of.*

1. There was a heavy snowfall, and ..... the flight was delayed.
2. I don't mind your driving ..... you don't go too fast.
3. She behaved ..... nothing had happened.
4. .... the accident, the road was blocked.
5. We'll leave the country ..... we possibly can.
6. .... I felt ill, I decided to go home early.
7. She knew he couldn't come, but she invited him .....
8. .... the doctor's orders, he was playing football again the next day.
9. .... he's my friend, I wouldn't want to share a house with him!
10. .... what they say, you shouldn't believe them.
11. They knew the money was stolen. ...., they knew who had stolen it.
12. You should work harder, ..... you won't get promotion.

*A4. Remember that it is important to describe details, to convey your own attitude and to include a human touch in any essay you write. Write down the description of a person you consider interesting, making use of this vocabulary:*

<b>a. physical characteristics</b>									
freckles	bald	olive-skinned	tattooed	moustache	receding hair				
ruddy-cheeked		pasty-faced	beard	greying	weather-beaten	spotty			
dimple(s)	tousled	sun-tanned	beetle-browed	reddish	swollen				
<b>b. size</b>									
plump	well-built	fat	minute	slender	stout	chubby	huge	tiny	
thin	portly	tubby	enormous	petite	skinny	long-legged	round		
<b>c. character</b>									
pushy	energetic	bubbly	caring	bossy	enthusiastic	bouncy			
dependable									
mischievous	sensitive	impulsive	down-to-earth	naughty	passionate				
easy-going	witty	lazy	assertive	resentful	sorrowful				

## B. The Classification of Nouns.

*B1. Nouns can be classified in various ways, according to different criteria. Read and bear in mind the following possible taxonomies:*

### a. Common Nouns and Proper Nouns

1). **Common nouns** are used for indicating all the “objects” of the same kind:

Examples:	woman	dog	tree
	boy	bird	flower

2). **Proper nouns** name an “object”, making it different from all the other “objects” of the same category. Proper nouns are written in capital initial letter and they denominate beings, places (geographical denominations, generally), nationalities (nouns and adjectives), stars and galaxies that are unique (e.g.: The Milky Way), hurricanes, typhoons, historical events, literary, scientific, artistic works, some hereditary, honorific, professional and cultural titles, enterprises, brands, months of the year and days of the week:

Examples:	Guy	Bucharest	Ben Nevis	Terra	Monday	Nina
	Thomson	Romania	Britain	Mars	Spitfire	Rolls Royce

- ***Some proper nouns have become common nouns***, so they are written with small initial letter, fact that distinguishes them from the respective proper names:  
*a bedlam* – from the London mental disease asylum “St. Mary of Bethlehem”  
*china* – porcelain from China  
*currants* – dried grapes from Corinth  
*holland* – fine linen from Holland  
*sherry* – wine from Xeres, Spain, etc.
- ***Objects named after their inventors, discoverers, producers, initiators etc. can also be transformed from proper nouns into common nouns:***  
*a chesterfield* (a type of couch or jacket) from the name of the Earl of Chesterfield (British statesman and writer, 1694 – 1773)  
*a burberry* (a type of impermeable tissue or a jacket from this material) from Burberry, the name of the producer  
*a teddy bear* (a toy bear) from the name of Theodore Roosevelt, president of USA, 1901-1909, great bear hunter  
*a mackintosh* (a raincoat) from the name of Charles Mackintosh (1766-1843), the inventor of the impermeable tissue used for raincoats  
*an Oscar* (the statue rewarding annually the best actor, director etc. of USA) from Oscar Pierce, American cultivator of grains and fruits, 20<sup>th</sup> century
- ***Objects and persons named after creators of art works or after characters from history, legend, literature, art etc. can also change from proper nouns into common nouns:***  
*a Caesar* – a tyrant, a dictator  
*a Gainsborough* – a painting by this celebrated British portraitist and landscape painter (1727-1788)  
*a Judas* – a traitor of friends  
*the Napoleons of finance* – the important businessmen  
*a Venus* – an exceptionally beautiful woman



## b. Concrete Nouns and Abstract Nouns

1). **Concrete nouns** name material “objects” (persons, animals, plants, things, phenomena and events from the surrounding reality etc.) whose existence we can be aware of through our senses:

Examples:            John                    astronaut                    lion                    heat                    factory

2). **Abstract nouns** name actions, states, feelings, sensations, characteristics, relations etc., considered as notions:

Examples:            walk                    dizziness                    joy                    wisdom                    labour

- **Some abstract nouns have also concrete meanings:**

*curiosity* = curiozitate (abstract)

= obiect rar sau neobișnuit (concrete)

*delicacy* = delicatete (abstract)

= delicatesă, trufanda (concrete)

*justice* = dreptate (abstract)

= judecător (concrete)

*medicine* = medicină (abstract)

= doctorie (concrete)

*surgery* = chirurgie (abstract)

= cabinet medical (concrete)

## c. Individual Nouns and Collective Nouns

The common nouns, both concrete and abstract, can be:

1). **individual**, when, at singular, they denominate a single object:

*concrete*: child, wife, cat, lily, street, town

*abstract*: pride, modesty, strength, hope, idea

2). **collective**, when, at singular, they denominate a plurality of “objects”, identical or similar, seen as a unitary whole:

*concrete*: army, fleet, audience, team, flight, flock

*abstract*: government, congress, majority, association, council, the public, the Press

3). **names of matter and concrete mass** and **names of abstract mass**, when they denominate the matter, substance or the mass of an “object”:

*concrete*: gold, wine, cotton, maize, milk, wood

*abstract*: poetry, philosophy, knowledge, music, television, information

- **Some names of matters also denominate objects produced from the respective matters:**

*glass* = sticlă (name of matter); sticlărie (collective noun)

*a glass* = o oglindă, un pahar

*glasses* = pahare, oglinzi, ochelari

- **The names of natural products, processed or not, together with those of the animals used as food, are assimilated, from a grammatical point of view, with names of matters:**

Examples: grass                    fruit                    corn                    wheat                    barley                    oats (pl.)  
                  chicken                    duck                    goose                    turkey                    poultry                    game

#### d. Countable Nouns and Uncountable Nouns

##### 1). *Countable Nouns*

###### a) *Characteristics:*

- Nouns like: children, birds, flowers, houses, crowds, families etc. are considered *countable* because the “objects” that they denominate can be counted.
- Besides *the plural form*, the countable nouns can also have *a singular form preceded by the indefinite article a/an* (or by its replacements).

###### b) *Categories of countable nouns* – the majority of the common concrete and individual nouns and a large number of nouns belonging to the other categories.

Examples: a champion – champions, an eye – eyes, an hour – hours, a pain – pains, a person – persons, an animal – animals

##### 2). *Uncountable Nouns* – names of matter and concrete mass

###### a) *Characteristics:*

- These nouns have only singular form and can not be used into the plural  
Examples: steam, sugar, air, football, absurdity, applause, darkness, fun, heat, homework, laughter, sunshine
- The uncountable nouns do not have the indefinite article **a/an** (one) to indicate unity

###### b) *Categories of uncountable nouns*

- ***Names of material or concrete mass***

Examples: steam, smoke, sugar, bacon, meat, mutton, wheat, silver

*Observation:* material or concrete mass nouns can be countable in one context and uncountable in another context: *coffee* (beans or drink) – mass / a coffee, two coffees (cups) – concrete, individual; *soup* (liquid) – mass / a soup, two soups (a dish of) – concrete, individual; *beef* (meat) – mass / pl. *beefs* (categories of beef meat) – mass, *beeves* (animals) – concrete, individual; *lamb* (meat) – mass / a lamb, two lambs (animal) – concrete, individual; *fish* (meat, species) – mass / a fish, two fishes (animal) – concrete, individual, fishes (species) – individual; *lace* (dantelă) / *laces* (șireturi); *air* (aer) / *airs* (aere).

- ***Natural products, processed or not***

Examples: bacon, butter, cream, flour, jam, milk, oil, rice, sugar, veal

- ***Animals*** – some animals have certain names for the species, of Saxon origin, and other names for their meat (concrete mass), of French origin

<i>ox, cow</i>	<i>beef</i> (< <i>boeuf</i> )
<i>calf</i>	<i>veal</i> (< <i>veau</i> )
<i>swine</i>	<i>pork</i> (< <i>porc</i> )
<i>sheep</i>	<i>mutton</i> (< <i>mouton</i> )
<i>flesh</i>	<i>meat</i>

- ***Plants***

Examples: *grains* (barley, corn, maize, rice, wheat etc.), *greens* (celery, dill, garlic, parsley, rosemary, sesame, spinach, thyme), *vegetables* (uncountable, when we refer to the species; countable, when we refer to the eatable parts: cabbage, cauliflower, carrot, potato, tomato etc.).

- ***Names of sports***

Examples: football, boxing, hockey, soccer, tennis etc.

- **Abstract mass nouns**

Examples: admiration, applause, approval, abuse, advice, business, company, evidence, history, homework, information, intelligence, knowledge, loneliness, longing, news, nonsense, peace, progress, rubbish, research, shopping, stillness, laughter, youth

*Observation:* some abstract mass nouns can be countable in one context and uncountable in another context: *absurdity* (absurditate) – quality / *an absurdity*, *absurdities* (an absurd fact or assertion) – concrete, individual; *beauty* (frumusețe) – quality / *a beauty*, *beauties* (o frumusețe, frumuseți) – concrete, individual; *company* (tovărășie, companie, societate) – abstract / *a company*, *companies* (commercial enterprises) – concrete; *humanity* (omenie) – quality / *humanity* (omenire) – concrete, *the humanities* (umanioarele) – abstract; *room* (loc liber) / *a room*, *rooms* (cameră, camere) – concrete, individual; *radio*, *television* – abstract mass / *a radio or television (set)* – concrete, individual, etc.

B2. Do the following exercises:

a. Fill in the blanks with **is** or **are**, according to the use in the singular or plural of the following nouns:

1. The equipment that we ordered ..... here.
2. What ..... the weather like at this time of year?
3. The agenda for tomorrow's meeting ..... on your desk.
4. Your Japanese visitors have gone to the hotel, but their luggage ..... still at the office.
5. On the foreign exchanges this morning, the dollar ..... up 0.5 cents against the yen.

b. In the dialogue, choose the correct option from the words in *italic*:

Harry: I've got *a problem/some problem* with Petersens. They owe us *a money/some money* for a *work/some work* we did for them, but they won't pay.

Janet: We've had *a trouble/some trouble* with them before, haven't we?

Harry: Yes, that's right. Last year they sent us *a cheque/some cheque* for *an equipment/some equipment* we had supplied and the bank returned it. So, they haven't got *a good record/some good record*.

Janet: May I make *a suggestion/some suggestion*? Send them *a final demand/some final demand*, saying that we want to be paid immediately.

Harry: And if they still don't pay?

Janet: Go and see *a lawyer/some lawyer* and get *an advice/some advice* about what to do next.

Harry: All right, I'll send them *a letter/some letter* today.

Janet: Yes, OK. And by the way, there is *an information/some information* about the company and who runs it in the accounts department. Have a word with Kerry, because she's got *a correspondence/some correspondence* from them that might be useful.

c. Fill in the blanks with an uncountable noun. Use one word only:

1. A: Would you like to try the salmon? The trout is good as well.  
B: No, thanks, I don't really like .....
2. A: Would you like wine or a beer or a gin and tonic, or something?  
B: No, thank you. I'll just have mineral water. I don't drink .....

3. A: We are going to a couple of department stores to try and buy some clothes.  
B: I think I'll stay here. I hate .....
4. A: So your wife handles the accounts, does she?  
B: Yes, it's because I'm no good with .....
5. A: Could I have a talk with you about the arrangements for next week?  
B: I'm sorry, could we talk later? I haven't got ..... at the moment.

*B3. Complete the following items of news with the following words: packet, ounce, barrel, pint, litre, bottle. Add the indefinite article when necessary.*

**a. *Petrol and Gold Rise in Middle East Fears***

Shell and Texaco have announced that they intend to raise the price of petrol to just over 65 pence ..... They blame the political situation in the Middle East, where shortages of crude have pushed the price of oil up to over 20 dollars ..... The political worries have also affected the price of gold, which has risen to over 700 dollars ..... in the last few weeks

**b. *Budget Misery for Smokers and Drinkers***

In his Budget statement, the Chancellor raised taxes on most alcohol and tobacco. The effect of the changes will mean that the pub price of beer will rise by about ten pence ..... Supermarket prices for wine will go up by about twenty pence ....., and cigarettes will increase by over thirty pence .....

*B4. Extract the nouns from the text below and say if they are common or proper, abstract or concrete, individual or collective, countable or uncountable:*

***The Man Who Discovered Britain***

On his return from a sea journey north to the Atlantic, the Greek explorer said of Britain: "The island is thickly populated ... has an extremely chilly climate ...". Of its people, he wrote: "They are unusually hospitable and gentle in manner... Their diet is inexpensive and quite different from the luxury that is born of wealth ... It (Britain) has many kings and potentates who live for the most part in a state of mutual peace..."

Yet, no one believed him. It was the year 304 BC, and the explorer was Pytheas of Marseilles.

For 2000 years historians labelled him as charlatan, although they enjoyed his accounts of his travels as masterpieces of fabrication. Yet Pytheas was the first Greek to visit and describe Britain and its people and, possibly, to sail within sight of the Norwegian coast. He wrote: "The people of Britannia are simple in their habits and far removed from the cunning and knavishness of modern man ... they do not drink wine, but a fermented liquor made from barley, which they call *curmi*".

At the time of his epic journey, the Northern waters of the Atlantic were unknown to Pytheas's contemporaries. How could they – familiar only with the warm waters of the Mediterranean – believe that he had seen chunks of floating ice larger than his ship? Or that further north the sea was entirely frozen and the sun never set?

Pytheas was discredited, and although later Greek historians included references to his travels in their books, their attitude was typified by Strabo (born about 63 BC). He wrote: "Pytheas tells us that Thule [believed then to be an undiscovered northernmost land] is one day's sail from the congealed sea ... and this Pytheas saw with his own eyes – or so he would have us believe". (*The Reader's Digest Book of Strange Stories Amazing Facts*)

C. Many social and political ideas which are of great interest nowadays have been developed during the centuries, have been refined through the contributions of the important thinkers, great philosophers. As modern man is always in a hurry, bombarded by huge amounts of information, trapped in the crazy speed of his actions, he seldom succeeds to stop and turn towards the valuable origins of ideas and facts. He rarely manages to notice the contribution of his ancestors to the advancement of society and political thought. He thinks that all important things have been invented and conceived in modern and contemporary society, that all brilliant ideas have been issued during the latest one hundred years. The purpose of this part of the manual is to make the students acquainted with the most important texts of the British and American tradition, along the ages. The fragments displayed in this first course were selected from the works of **Thomas More**, one of the most brilliant minds of English Renaissance, politician and scholar. He was a counsellor and a friend of Henry VIII, who made him Lord Chancellor in 1529, but later on he refused to accept the decision of the king that he, not the Pope, was the head of the church, was put in prison and executed. Thomas More was the author of *Utopia* (1516), in which he described his ideas of a perfect society.

*C1. Read, translate and comment upon the following text about the life and the intellectual activities of **Thomas More**:*



*Sir Thomas More.  
Portrait by Hans Holbein the Younger.*

The most important political philosopher after Machiavelli, the English **Thomas More**, was born in 1472, in London. He studied in Oxford, where he became a close friend of Erasmus and he learnt the classical languages so well, that he translated from Greek to Latin a book of Lucian and, at the age of nineteen, he held a series of conferences about the works of Saint Augustin in Rome. After four years spent in a monastery, Thomas More decided to become a lawyer and after a short period of time he became a member of the House of Commons. Because of his free spirit, he was appreciated by Cardinal Wosley, the high chancellor of King Henry VIII, who introduced him in the service of the court. He was assigned with more and more important tasks: he became a member of the king's council (1515), he was sent in a diplomatic mission in Flanders (1516), he accompanied the king in France in 1520, he became the high chancellor in 1529. Thomas More was a strong personality and a straight character, he maintained his convictions in the conflict between the king of England and the Catholic Church, so he accepted with serenity to be sent to death. He refused to agree with the divorce of Henry VIII and was decapitated in the Tower of London in 1535, for having remained faithful to his moral and religious convictions.

Thomas More was a citizen of London, a lawyer, a judge, a deputy, a minister, so he had just little time to dedicate to writing. In his "*Utopia*" he made neither philosophical statements nor complicated analyses, but he gave a model of wisdom. Even if the author considered the book a game played in the rare intervals of spare time, it is surprisingly modern and deep. Written in 1516 in Latin, it is a manual of pedagogy, of moral and political philosophy, as well as one of economy, being placed by the scholars near "*Il Principe*" of Machiavelli and "*Novum Instrumentum*" of Erasmus. In fact, this great friend of Thomas More supervised the publication of "*De optimu reipublicae statu deque nova insula Utopia*".

The book is divided in two parts. The first one represents a sad presentation of the English society at the end of the 15<sup>th</sup> and the beginning of the 16<sup>th</sup> century, criticising the vices, cruelty and injustice of a corrupted and barbarian world, and showing true sympathy and vivid interest to the poor, unhappy people. The second one comprises a description of the social organisation on the island of Utopia, by chance discovered by captain Raphael Hitlodeo, who had navigated on the traces of Americo Vespucci. Utopia is an island, but, at the beginning, it was part of a continent, Utopus, that conquered it, brought its rude and uncivilised inhabitants into the good government, then decided to separate this land from the continent by bringing the sea round it – fact which demonstrates that Utopia is special, unique, having nothing in common with the rest of the world. Utopia is a working and democratic republic, not one involved in wars and governed by aristocracy. Labour is considered a title of honour, not an inferior occupation, and private property, the ground of all bad things, has been abolished. As a result, everything belongs to the state and each citizen has a job. The state is ruled through the representatives of each group of families, in what concerns religion the state is tolerant and liberal, and regarding the foreign policies it supports all the weak states. On the other hand, people live in communities, obedient to the old ones and to traditions, citizens can be removed from their families or lands, because everything is public.

In an era of great geographical discoveries, Thomas More felt the need of writing an imaginary description of a new city, in which richness and accumulation of goods are abolished, and, together with these, passivity, oppression, lust, theft, inequity disappear. The book is a praise of equality, peace, physical and mental freedom. For the health of the body and of the soul, it is good to work for six hours, to sleep for eight hours, to rest between meals and work, to play at least an hour, this is the code of behaviour of the Utopians. According to the opinion of the Renaissance thinkers, man is free to choose his own destiny, his raise or his decline, so More strives to re-create the humanity of man through a political as well as spiritual recovery.

*C2. Read, translate and comment upon the following fragment from the first part of **Utopia**. Try to extract from the text the qualities of a free mind, of an independent spirit. How do relationships between people in England contemporary to More seem to be? How does monarchy in England at that time appear from the words of Raphael? How is criticism manifested?*

After Raphael had discoursed with great judgement on the many errors that were both among us and these nations; had treated of the wise institutions both here and there, and had spoken as distinctly of the customs and government of every nation through which he had passed, as if he had spent his whole life in it, Peter, being struck with admiration, said: “I wonder, Raphael, how it comes that you enter into no king’s service, for I am sure there are none to whom you would not be very acceptable: for your learning and knowledge both of men and things are such that you would not only entertain them very pleasantly, but be of great use to them, by the examples you could set before them and the advice you could give them; and by this means you would both serve your own interest and be of great use to all your friends”.

“As for my friends”, answered he, “I need not be much concerned, having already done for them all that was incumbent on me; for when I was not only in good health, but fresh and young, I distributed that among my kindred and friends which other people do not part with till they are old and sick, when they then unwillingly give that which they can enjoy no longer themselves. I think my friends ought to rest contented with this, and not to expect that for their sake I should enslave myself to any king whatsoever.”

“Soft and fair”, said Peter, “I do not mean that you should be a slave to any king, but only that you should assist them, and be useful to them”.

“The change of the word”, said he, “does not alter the matter.”

“But term it as you will”, replied Peter, “I do not see any other way in which you can be so useful, both in private to your friends, and to the public, and by which you can make your own condition happier.”

“Happier!” answered Raphael; “is that to be compassed in a way so abhorrent to my genius? Now I live as I will, to which I believe few courtiers can pretend. And there are so many that court the favour of great men, that there will be no great loss if they are not troubled either with me or with others of my temper.”

Upon this, said I: “I perceive, Raphael, that you neither desire wealth nor greatness; and indeed I value and admire such a man much more than I do any of the great men in the world. Yet I think you would do what would well become so generous and philosophical a soul as yours is, if you would apply your time and thoughts to public affairs, even though you may happen to find it a little uneasy to yourself: and this you can never do with so much advantage, as by being taken into the counsel of some great prince, and putting him on noble and worthy actions, which I know you would do if you were in such a post; for the springs both of good and evil flow from the prince, over a whole nation, as from a lasting fountain. So much learning as you have, even without practice in affairs, or so great a practice as you have had, without any other learning, would render you a very fit counsellor to any king whatsoever.”

“You are doubly mistaken”, said he, “Mr. More, both in your opinion of me, and in the judgement you make of things: for as I have not that capacity that you fancy I have, so, if I had it, the public would not be one jot the better, when I had sacrificed my quiet to it. For most princes apply themselves more to affairs of war than to the useful arts of peace; and in these I neither have any knowledge, nor do I much desire it: they are generally more set on acquiring new kingdoms, right or wrong, than on governing well those they possess. And among the ministers of princes, there are none that are not so wise as to need no assistance, or at least that do not think themselves so wise that they imagine they need none; and if they court any, it is only those for whom the prince has much personal favour, whom by their fawnings and flatteries they endeavour to fix to their own interests: and indeed Nature has so made us that we all love to be flattered, and to please ourselves with our own notions. The old crow loves his young, and the ape her cubs. Now if in such a court, made up of persons who envy all others, and only admire themselves, a person should but propose anything that he had either read in history or observed in his travels, the rest would think that the reputation of their wisdom would sink, and that their interest would be much depressed, if they could not run it down: and if all other things failed, then they would fly to this, that such or such things pleased our ancestors, and it were well for us if we could but match them. They would set up their rest on such an answer, as a sufficient confutation of all that could be said, as if it were a great misfortune, that any should be found wiser than his ancestors; but though they willingly let go all the good things that were among those of former ages, yet if better things are proposed they cover themselves obstinately with this excuse of reverence to past times. I have met with these proud, morose, and absurd judgements of things in many places, particularly once in England.”

*C3. Read, translate and comment upon the following fragment from the second part of the **Utopia**. Compare the government system presented in the passage with the organisation of modern democratic states nowadays. Also make reference to the communist dictatorships of the twentieth century. Write an essay discussing the illusion of government with the masses and the disastrous application of such ideas under the communist period in Eastern European countries in the 20<sup>th</sup> century.*

Thirty families choose every year a magistrate, who was anciently called the syphogrant, but is now called the philarch; and over every ten syphogrants, with the families subject to them, there is another magistrate, who was anciently called the tranibor, but of late the archphilarch. All the



*A map of Thomas More's imaginary island of Utopia. Utopia's fictional discoverer, Hythlodadaeus, whose name means "dispenser of nonsense" in Greek, points to the island of Utopia, which means "no place".  
From an early edition.*

symphogants, who are in number 200, choose the Prince out of a list of four, who are named by the people of the four divisions of the city; but they take an oath before they proceed to an election, that they will choose him whom they think most fit for the office. They give their voices secretly, so that it is not known for whom everyone gives his suffrage. The Prince is for life, unless he is removed upon suspicion of some design to enslave the people. The tranibors are new-chosen every year, but yet they are for the most part continued. All their other magistrates are only annual. The tranibors meet every third day, and oftener if necessary, and consult with the prince, either concerning the affairs of the State in general or such private differences as may arise sometimes among the people; though that falls out but seldom. There are always two symphogants called into the council-chamber, and these are changed every day. It is a fundamental rule of their government that no conclusion can be made in anything that relates to the public till it has been first debated three several days in their Council. It is death for any to meet and consult concerning the State, unless it be either in their ordinary Council, or in the assembly of the whole body of the people. These things have been so provided among them, that the prince and the tranibors may not conspire together to change the government and enslave the people; and therefore when anything of great importance is set on foot, it is sent to the

sympogants; who after they have communicated it to the families that belong to their divisions, and have considered it among themselves, make report to the Senate; and upon great occasions, the matter is referred to the Council of the whole island. One rule observed in their Council, is, never to debate a thing on the same day in which it is first proposed; for that is always referred to the next meeting, that so men may not rashly, and in the heat of discourse, engage themselves too soon, which might bias them so much, that instead of consulting the good of the public, they might rather study to support their first opinions, and by a perverse and preposterous sort of shame, hazard their country rather than endanger their own reputation, or venture the being suspected to have wanted foresight in the expedients that they at first proposed. And therefore to prevent this, they take care that they may rather be deliberate than sudden in their motions.

*C4. Read, translate and comment upon the following fragments from the second part of Utopia. Compare the habits of the civil society in Utopia and the way in which they are regulated by law with those of modern man. Are they better, are they worse? Why? Discuss the surprising novelty of some of More's ideas. Write an essay mentioning how you consider that human beings become fulfilled.*

a. Agriculture is that which is so universally understood among them that no person, either man or woman, is ignorant of it; they are instructed in it from their childhood, partly by what they learn at school and partly by practice; they being led out often into the fields, about the town, where they not only see others at work, but are likewise exercised in it themselves. Besides agriculture, which is so common to them all, every man has some peculiar trade to which he applies himself, such as the manufacture of wool, or flax, masonry, smith's work, or carpenter's work; for there is no sort of trade that is not in great esteem among them. Throughout the island they wear the same sort of clothes without any other distinction, except what is necessary to distinguish the two sexes, and the



married and unmarried. The fashion never alters; and as it is neither disagreeable nor uneasy, so it is suited to the climate, and calculated both for their summers and winters. Every family makes their own clothes; but all among them, women as well as men, learn one or other of the trades formerly mentioned. Women, for the most part, deal in wool and flax, which suit best with their weakness, leaving the ruder trades to the men. The same trade generally passes down from father to son, inclinations often following descent; but if any man's genius lies another way, he is by adoption translated into a family that deals in the trade to which he is inclined: and when that is to be done, care is taken not only by his father, but by the magistrate, that he may be put to a discreet and good man. And if after a person has learned one trade, he desires to acquire another, that is also allowed, and is managed in the same manner as the former. When he has learned both, he follows that which he likes best, unless the public has more occasion for the other.

The chief, and almost the only business of the syphogrants, is to take care that no man may live idle, but that every one may follow his trade diligently: yet they do not wear themselves out with perpetual toil, from morning to night, as if they were beasts of burden, which, as it is indeed a heavy slavery, so it is everywhere the common course of life among all mechanics except the Utopians; but they dividing the day and night into twenty-four hours, appoint six of these for work; three of which are before dinner, and three after. They then sup, and at eight o'clock, counting from noon, go to bed and sleep eight hours. The rest of their time besides that taken up in work, eating and sleeping, is left to every man's discretion; yet they are not to abuse that interval to luxury and idleness, but must employ it in some proper exercise according to their various inclinations, which is for the most part reading. It is ordinary to have public lectures every morning before daybreak; at which none are obliged to appear but those who are marked out for literature; yet a great many, both men and women of all ranks, go to hear lectures of one sort or other, according to their inclinations. But if others, that are not made for contemplation, choose rather to employ themselves at that time in their trades, as many of them do, they are not hindered, but are rather commended, as men that take care to serve their country. After supper, they spend an hour in some diversion, in summer in their gardens, and in winter in the halls where they eat; where they entertain each other, either with music or discourse. They do not so much as know dice, or any such foolish and mischievous games: they have, however, two sorts of games not unlike our chess; the one is between several numbers, in which one number, as it were, consumes another: the other resembles a battle between the virtues and the vices, in which the enmity in the vices among themselves, and their agreement against virtue, is not unpleasantly represented; together with the special oppositions between the particular virtues and vices; as also the methods by which vice either openly assaults or secretly undermines virtue, and virtue on the other hand resists it. But the time appointed for labour is to be narrowly examined, otherwise you may imagine, that since there are only six hours appointed for work, they may fall under a scarcity of necessary provisions. But it is so far from being true, that this time is not sufficient for supplying them with plenty of all things, either necessary or convenient, that it is rather too much; and this you will easily apprehend, if you consider how great a part of all other nations is quite idle.

b. They do not make slaves of prisoners of war, except those that are taken in battle; nor of the sons of their slaves, nor of those of other nations: the slaves among them are only such as are condemned to that state of life for the commission of some crime, or, which is more common, such as their merchants find condemned to die in those parts to which they trade, whom they sometimes redeem at low rates; and in other places have them for nothing. They are kept at perpetual labour, and are always chained, but with this difference, that their own natives are treated much worse than others; they are considered as more profligate than the rest, and since they could not be restrained by the advantages of so excellent an education, are judged worthy of harder usage. Another sort of slaves are the poor of the neighbouring countries, who offer of their own accord to come and serve them; they treat these better, and use them in all other respects as well as their own countrymen, except

their imposing more labour upon them, which is no hard task to those that have been accustomed to it; and if any of these have a mind to go back to their own country, which indeed falls out but seldom, as they do not force them to stay, so they do not send them away empty-handed.

I have already told you with what care they look after their sick, so that nothing is left undone that can contribute either to their ease or health: and for those who are taken with fixed and incurable diseases, they use all possible ways to cherish them, and to make their lives as comfortable as possible. They visit them often, and take great pains to make their time pass, off easily: but when any is taken with a torturing and lingering pain, so that there is no hope, either of recovery or ease, the priests and magistrates come and exhort them, that since they are now unable to go on with the business of life, are become a burden to themselves and to all about them, and they have really outlived themselves, they should no longer nourish such a rooted distemper, but choose rather to die, since they cannot live but in much misery: being assured, that if they thus deliver themselves from torture, or are willing that others should do it, they shall be happy after death. Since by their acting thus, they lose none of the pleasures but only the troubles of life, they think they behave not only reasonably, but in a manner consistent with religion and piety; because they follow the advice given them by their priests, who are the expounders of the will of God. Such as are wrought on by these persuasions, either starve themselves of their own accord, or take opium, and by that means die without pain. But no man is forced on this way of ending his life; and if they cannot be persuaded to it, this does not induce them to fail in their attendance and care of them; but as they believe that a voluntary death, when it is chosen upon such an authority, is very honourable, so if any man takes away his own life without the approbation of the priests and the Senate, they give him none of the honours of a decent funeral, but throw his body into a ditch.

Their women are not married before eighteen, nor their men before two-and-twenty, and if any of them run into forbidden embraces before marriage they are severely punished, and the privilege of marriage is denied them, unless they can obtain a special warrant from the Prince. Such disorders cast a great reproach upon the master and mistress of the family in which they happen, for it is supposed that they have failed in their duty. The reason of punishing this so severely is, because they think that if they were not strictly restrained from all vagrant appetites, very few would engage in a state in which they venture the quiet of their whole lives, by being confined to one person, and are obliged to endure all the inconveniences with which it is accompanied.

In choosing their wives they use a method that would appear to us very absurd and ridiculous, but it is constantly observed among them, and is accounted perfectly consistent with wisdom. Before marriage some grave matron presents the bride naked, whether she is a virgin or a widow, to the bridegroom; and after that some grave man presents the bridegroom naked to the bride. We indeed both laughed at this, and condemned it as very indecent. But they, on the other hand, wondered at the folly of the men of all other nations, who, if they are but to buy a horse of a small value, are so cautious that they will see every part of him, and take off both his saddle and all his other tackle, that there may be no secret ulcer hid under any of them; and that yet in the choice of a wife, on which depends the happiness or unhappiness of the rest of his life, a man should venture upon trust, and only see about a hand's-breadth of the face, all the rest of the body being covered, under which there may lie hid what may be contagious as well as loathsome. All men are not so wise as to choose a woman only for her good qualities; and even wise men consider the body as that which adds not a little to the mind: and it is certain there may be some such deformity covered with the clothes as may totally alienate a man from his wife when it is too late to part from her. If such a thing is discovered after marriage, a man has no remedy but patience. They therefore think it is reasonable that there should be good provision made against such mischievous frauds.

There was so much the more reason for them to make a regulation in this matter, because they are the only people of those parts that neither allow of polygamy nor of divorces, except in the case of adultery or insufferable perverseness; for in these cases the Senate dissolves the marriage, and grants the injured person leave to marry again; but the guilty are made infamous, and are never

allowed the privilege of a second marriage. None are suffered to put away their wives against their wills, from any great calamity that may have fallen on their persons; for they look on it as the height of cruelty and treachery to abandon either of the married persons when they need most the tender care of their comfort, and that chiefly in the case of old age, which as it carries many diseases along with it, so it is a disease of itself. But it frequently falls out that when a married couple do not well agree, they by mutual consent separate, and find out other persons with whom they hope they may live more happily. Yet this is not done without obtaining leave of the Senate, which never admits of a divorce but upon a strict inquiry made, both by the Senators and their wives, into the grounds upon which it is desired; and even when they are satisfied concerning the reasons of it, they go on but slowly, for they imagine that too great easiness in granting leave for new marriages would very much shake the kindness of married people. They punish severely those that defile the marriage-bed. If both parties are married they are divorced, and the injured persons may marry one another, or whom they please; but the adulterer and the adulteress are condemned to slavery. Yet if either of the injured persons cannot shake off the love of the married person, they may live with them still in that state, but they must follow them to that labour to which the slaves are condemned; and sometimes the repentance of the condemned, together with the unshaken kindness of the innocent and injured person, has prevailed so far with the Prince that he has taken off the sentence; but those that relapse after they are once pardoned are punished with death.

#### D. Vocabulary Practice. Well-known Phrases, Idioms.

*D1. An idiom is an expression whose sense is not easily deduced from the meanings of the individual words that form it. Generally, verb tenses and pronouns could be changed, but otherwise these phrases should be treated as units of the language. For instance, **to kick the bucket** means **to die**, but we cannot change **bucket** with its synonym **pail** in the expression. After acquiring this information, with the help of the dictionary, complete the sentences with the following idioms, in the correct form. There are two more than you need.*

1. Look, the party is going to be quite easy to arrange. Don't .....
2. You live next door to Steven Spielberg?! You must be .....
3. We cannot possibly stop for a snack on the way home. Sorry, it's .....
4. Send John into my office when he arrives. I've got ..... with him.
5. Mary, you are looking rather ..... Has anything happened?
6. You know Richard borrowed my stapler yesterday and didn't return it. Well, I've just seen my calculator on his desk! That really .....
7. Although police were watching all the ports, the escaped convict managed to ..... and ran away on a cross-channel ferry to France.
8. I don't think Eugene meant what he said. His remark was rather .....
9. When smoke from Mr. Samuelson's fire dirtied Mrs. Rage's washing, she ..... by throwing the contents of her dustbin over the fence into his garden.
10. I'll remember his name in a moment. It's .....
11. If you are going to see the Headmaster today, ..... He is really furious.
12. I'm afraid Donald doesn't really appreciate all his sister does for him. He just .....

*The missing idioms are the following:*

watch your step, give someone the cold shoulder, take the biscuit, have a bone to pick with someone, give someone the slip, take someone/something for granted, on the tip of your tongue, tongue in cheek, make a mountain out of a molehill, pull someone's leg, out of the question, get your own back, down in the mouth, play second fiddle.

*D2. The following well-known spoken phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances. Bear the expressions in mind in order to use them in your own compositions and dialogues.*

*Example: "Please fasten your safety-belts."*

*Air stewardess to passengers before take-off or landing*

1. "Mind the doors!" 2. "To eat here or take away?" 3. "Many happy returns". 4. "How do you plead?" 5. "Just a trim, please." 6. "Have you anything to declare?" 7. "Take this prescription and come back and see me in a week." 8. "I'm putting you through." 9. "I now pronounce you man and wife." 10. "I swear to tell the truth, the whole truth and nothing but the truth." 11. "God bless her and all who sail in her." 12. "Say 'Cheese'". 13. "Once upon a time..." 14. "All aboard!" 15. "This won't hurt."

*D3. Make the following phrases more formal by replacing certain words or phrases by choosing words or phrases from the group given at the end of the exercise. In some cases it is necessary to make a small change in, or addition to, the expressions. Bear the expressions in mind for your own use.*

1. ask at the station; 2. to make things easier; 3. before our arrival; 4. a previous engagement; 5. she will help us; 6. more than 100\$; 7. more information; 8. tell the company; 9. the beginning of the course; 10. sufficient money for the expenses; 11. keep your ticket; 12. they will give more information; 13. you must have a valid passport; 14. the tour will end in Paris; 15. they go to a primary school; 16. he was allowed to enter; 17. the regulations say that; 18. if you want information; 19. he has permission to be absent; 20. show your driving licence; 21. make sure you have permission; 22. you are asked to be punctual.

*The more formal expressions could be chosen from the following group:*

inquire, produce, facilitate, state, seek, obligatory, attend, admit, leave, provide, terminate, notify, in possession of, additional, further, desire, in excess of, hold, retain, location, prior, fund, commence, commencement, ensure, in duration, depart, prior to, undertake, assist, attire, appropriate, request.

*D4. Match the idioms at the a) point with their meanings mentioned at the b) point:*

a) 1. get the wrong end of the stick; 2. put your finger on; 3. go like a bomb; 4. come to terms with; 5. put your foot in it; 6. keep a straight face; 7. go haywire; 8. keep your head; 9. make your hair stand on end; 10. blow your own trumpet; 11. have butterflies in your stomach; 12. get on like a house on fire.

b) A. specify exactly; B. make an embarrassing mistake; C. go out of control; D. look serious, avoid smiling; E. terrify you; F. eventually accept; G. boast about yourself; H. misunderstand; I. have a very good relationship; J. be nervous; K. not panic; L. be very successful, sell well.

## II. ON GOVERNING

### A. The Argumentative Essay.

Argumentation is everywhere – in congress and courtrooms, in corporate boardrooms, at garden club meetings, as well as in millions of essays, reports, theses and dissertations written at universities throughout the world. The goal of argument is to gain the reader's assent to your central statement, despite active opposition. Even wise, honest, caring people don't always agree on what is true or is fair. That's why argument is important. We argue not because we are angry, but because arguing causes us to examine our own and others' ideas carefully. It causes us to weigh conflicting claims; to make judgements about the nature of evidence and the methods of investigation; to state our thoughts clearly and accurately; to consider, respectfully and critically, the notions of others.

*A1. Read the following texts about writing an argumentative essay, comment upon them and give examples. Bear in mind especially the most important issues related to stages of development, so that you can use them in your own texts.*

Like other types of writing, arguments respond to specific situations: a need is not being met, a person is being treated unfairly, an important concept is misunderstood, an outdated policy needs to be re-examined. The accomplishment of an argumentative essay comprises the following stages:

- **A situation statement** helps bring the writing context into focus. It needn't be complicated, it should be simple and concise. Focus on the interplay of **writer, reader, and purpose**. This isn't thorough or exhaustive. Since it precedes the first draft, the writer doesn't yet know what the paper will turn into. Still, the very act of writing a situation statement helps envision the task ahead. Notice how the following situation statement clarifies the writer's objectives as it identifies key issues and concerns:

*Purpose:* I work as a typist, and some of the people in my office can type quite a bit more than some other people. Since we all get paid the same, employees won't work at full capacity. We feel that we should be paid more for typing more. This is a big problem. It has been going on for about two years. I want to argue in favour of setting up an incentive program to reward transcriptionists who type over nine hundred lines a day.

*Writer:* I know quite a bit about the problem since I am involved. I am one of the employees who won't work as hard as they can. My stake in the outcome would be that I could make more money.

*Reader:* My reader is my boss at work. She is director of the department. She is forty-three years of age and has had at least two years of college to get her degree. She was once a sergeant in the Marine Corps, so sometimes she is rough. She is a very moody person. I have worked for Pat for four years. She sees me as dependable and hard working. Pat's stake in the issue would possibly be to find a better or fairer way to pay her employees.

- **Clarifying your proposition.** Sensing your argument's overall scope and direction, you can consider stating your main point. As you do, however, remember that your writing process has barely begun. You don't yet need a final proposition for your finished paper, but one to help focus your efforts. At first, both a thesis statement and a proposition are often hunches about what you will finally claim. In this way an argumentative proposition is like a thesis statement – it should be scrutinised and, when necessary, modified throughout your writing process. As your paper develops, you may find your first hunch was off-target. If so, revise your proposition to

show your new understanding. Besides defining the argument's scope, your proposition should make a claim that is open to debate. A statement like "Some people ruin things for everyone", is weak because is a vague generalisation that provides no direction for writer or reader. If pressed to be precise, the writer might say "A small group of thoughtless fans is jeopardising the school's whole soccer program.". Now we know what we are talking about. Like a thesis, your proposition shouldn't be self-evidently true (asparagus is a vegetable) or claim something that's purely a matter of opinion (asparagus tastes great). It should have some uncertainty, yet make a claim that your readers will assent to in the end: "Our county agricultural agent should encourage valley farmers to plant more asparagus".

- **Anticipating opposition.** Argumentation assumes active opposition to your statement. One essential characteristic of argument is your sense of an adversary. You aren't simply explaining a concept to someone who will hear you out and accept or reject your idea on its merit. To win acceptance, you must not only explain and support your proposition, but also anticipate and overcome objections that the opposition might raise.

In anticipating your opposition, consider questions like the following: *How strong is the opposition? What arguments might it use against my proposition? How can I refute these arguments? Will I have to concede any points? Which of my arguments might the opposition try to discredit? How closely does my reader identify with the opposition? Can I see any weak links in the opposition's thinking?*

- **A pro and con chart.** To firm up your impressions and get an overview of the opposition's case relative to your own, make a chart like the one below. Plotting your argument like this provides a balanced view of the issues. It allows you to see whether you have a chance of making your case and helps you anticipate crucial points that may determine your success or failure. When you work on the con side of the chart, see the issue through your opponents' eyes

*Proposition:* My department should set up an incentive program for paying all transcriptionists a bonus of ten cents a line for all lines typed over nine hundred a day.

*For (Pro) Against (Con)*

- |   |  |
|---|--|
| 1. Faster typists would produce more lines.   | 1. Typists would not do other duties.            |
| 2. Faster typists would make more money.      | 2. Typists would try to type the easier reports. |
| 3. One less transcriptionist would be needed. | 3. Typists would do a poorer quality work.       |
| 4. One less typing machine would be needed.   | 4. Slower typists would be mad.                  |
| 5. Less office space would be needed.         | 5. Typists can make more money than the boss.    |
| 6. One less benefit package would be needed.  | 6. Others in the department would be mad.        |
| 7. Less sick time would be paid.              |  |

- **Expanding your argument.** Think in terms of paragraphs, and develop each point as though you planned to build a paragraph around it. Consider developing the points listed on your *Pro and Con Chart*. You might also review examples, explanation, comparison and contrast, facts. You must show that your own ideas are clear, reasonable, and solid. You must also show how your opposition's case is weak. When you develop arguments for your proposition, you are *confirming*; when you develop arguments against your proposition, you are *refuting*. Both kinds of development are essential. Writing paragraphs that confirm or support your proposition means stating the main point of the paragraph in a topic sentence and going on to explain or define key terms, then giving specific details. Paragraphs refuting the opposition are usually concerned with exploring another person's thinking, especially with pointing out errors of logic and failures of insight.

- **Three argumentative appeals: reason, ethics, emotion.** While there is no infallible formula for winning over every reader in every circumstance, you should learn how and when to use three fundamental argumentative appeals. According to Aristotle, a person who wants to convince another may appeal to that person's reason (logos), ethics (ethos) or emotion (pathos). The writer's job is to weave the various appeals into a single convincing argument. Look for ways of combining the three appeals to create a sound, balanced argument.
- ♦ **Reason.** Informal reasoning requires clearly linking your general claims with concrete, specific data. Much of the thinking we do everyday follows logical principles, but not in a systematic way. That is not to say that your argument can be illogical, only that you shouldn't confuse formal logic with good sense, the essential quality your argument should display. When our thinking begins with specifics and moves toward a generalisation, it is **inductive**. That is, if you were to taste several hard, green apples and then draw the general conclusion that all hard, green apples are sour, you would be using inductive reasoning. And the more apples tasted and the greater the variation in the conditions of tasting, the greater the likelihood that your general conclusion would be valid. Argumentation that moves in the opposite direction (from general to specific) is **deductive**. For instance, you know from experience that bad weather reduces business at the golf course. You may learn that today's weather will be rainy. From these two pieces of knowledge, you can produce a third, more specific piece: Business at the golf course will be slow today. In writing, deductive reasoning most often appears in a shortened version (called an *enthymeme*) that may be hard to recognise because some links in the chain of reason have not been stated directly but only implied. Consider the following example: Bill never turns in his assignments, so he will fail the course. (What is not directly stated but only implied is the general principle that students who don't turn in their assignments will fail the course). Such shortened forms are perfectly acceptable, but only if the underlying links and claims are sound.
- ♦ **Ethics.** If you misrepresent the evidence, misunderstand the implications of your own value structure or seek to hurt some individual or group, you can expect to alienate your readers. No matter how solid your reasoning, readers may not accept your argument unless they are also convinced that you are a person of wisdom, honesty and good will. The appeal to character is often subtle, affecting readers almost unconsciously, yet often decisively. "This writer pretends to be a friend of our community, but her word choice shows that she understands almost nothing of our culture. And her proposal would undermine our whole way of life. Of course, she'd get to build her apartments, and it's obvious that's all she really cares about." If you realise that readers are likely to analyse your character and intentions this way, you will see that the best way to put ethical appeal in your writing is to build a strong, healthy relationship with them.
- ♦ **Emotion.** Many people believe that emotional appeals by their very nature subvert reason and are therefore better left to TV hucksters than to writers who want their ideas taken seriously. Because this common view has some validity, emotional appeals must be used with restraint and discretion, or they may prove counterproductive. Nevertheless, while an argument founded mostly on feelings and emotions may be superficial and biased, an argument that is carefully reasoned and honestly presented probably won't be hurt by a bit of pathos. One way to build pathos is to illustrate or dramatise an idea. This may involve little more than folding short descriptive and narrative examples into the argument. Are you arguing that your city needs to take stiffer measures against drunk drivers? Why not find a place to include a description of the face of a child who was injured in an accident caused by drinking? Or you might want to tell the story of a driver who caused several accidents because the individual's license was never revoked. Including such narrative and descriptive passages can help readers feel the urgency of your proposition, so that it gets beyond the level of abstract intellectual speculation and becomes a matter of immediate human concern.

A2. Read, translate and comment upon the following text about the essential parts of an argumentative essay, then try to use theory in an application of your own:

The following pattern, which gives the traditional Latin names for each section, may help. The essential parts include the *introduction*, *statement of the case*, *proposition*, *refutation*, *confirmation*, *digression* and *conclusion*.

- **Introduction.** (Exordium). Draw your reader into the argument. Build common ground. Establish your tone and style. Establish your credentials. Clarify why the issue is important. Build ethos.
- **Statement of the case.** (Narratio). Tell the story behind the argument. Give any necessary background information. Illuminate the situational context. Clarify the issue. Characterise and define the issue in terms that are favourable to your point of view.
- **Proposition statement.** (Propositio). State your central proposition. Present it carefully. Perhaps set up expectations by forecasting important sub-points (Divisio) that will be considered.
- **Refutation.** (Refutatio). Examine and refute opposition arguments. Wherever possible expose faulty reasoning. The following questions will help you spot some frequent ways in which people violate the basic principles of clear thinking:
  1. Does the evidence truly warrant the general conclusions that the opposition has drawn?
  2. Has all the evidence been considered or only evidence that favours the opposition's position?
  3. Has the opposition considered all the alternatives or oversimplified and reduced them?
  4. Are conclusions ever drawn from questionable generalisations?
  5. Are words always used clearly, accurately and honestly?
  6. Does the argument depend on emotionally charged language?
  7. Does the argument suggest that ideas or policies are good or bad simply because they are associated with certain individuals or groups?
  8. Does the opposition ever argue by comparing one thing to another? If so, is the comparison fair and reasonable?
  9. Does the opposition try to sweet-talk and flatter the reader?
  10. Does the argument suggest that an idea or course of action is good just because everyone else believes or is doing it?
- **Confirmation.** (Confirmatio). Develop and support your own case. Use examples, facts, and statistics to back up your claims. Avoid logical fallacies. Argue from authority, definition, analogy, cause/effect, value, and purpose. Base your appeal primarily on logos. Once you have a clear vision of the main points and supporting details, you can consider a strategy of disclosure. Which point should come first? Which next? Which last? One way of ordering the supporting points is to rank them in order of importance and then arrange them as follows:
  1. Second most important point
  2. Point of lesser importance
  3. Point of lesser importance
  4. Most important point
- **Digression.** (Digressio). If you choose, this is a good time to appear to stray briefly from the main issue into a touching or entertaining anecdote designed to appeal to ethos or pathos.
- **Conclusion.** (Peroration). Whatever you do, end strongly. Finish with conviction. After all, if you are not convinced, why should your reader be? You might end with an amplification (ringing conclusion), a review of your main points, a reference to something in your introduction, or a plea for action. You might also invite and facilitate defections from the opposition.



**Arguing for consensus.** This type of argument, as developed by Maxine Hairston, draws upon the communication theories of psychologist Carl Rogers. Unlike traditional argument, this is not based on an adversarial model and does not seek to “win” in the traditional sense, though it might be argued that if the argument is successful, everyone wins.

1. Threat hinders communication. People who feel threatened tend to shut off communication and stop listening.
2. Strong statements of belief encourage strong opposition from the audience.
3. Threat can be reduced by using neutral, objective language whenever possible.
4. Threat can be reduced by demonstrating an understanding of the reader’s point of view.
5. An atmosphere of trust improves the chances for successful communication.

*A3. Examine carefully the essay below, about protection of marine mammals in America, and identify the elements mentioned above. Are the arguments inductive or deductive? Does the essay follow the indicated format?*

### **Marine Parks**

The issue of whether we should allow marine parks to stay open has been widely debated in our community recently. It is an important issue because it concerns fundamental moral and economic questions about the way we use our native wildlife. This essay will consider arguments for having marine parks and point to some of the problems with these views. It will then put forward reasons for the introduction of laws that prohibit these unnecessary and cruel institutions.

It has been argued that dolphin parks provide the only opportunity for much of the public to see marine mammals. Most Americans, so this argument goes, live in cities and never get to see these animals. It is claimed that marine parks allow the average American to appreciate our wildlife. In fact, there are more places where dolphins can be seen in the wild than places where they can be seen in captivity. Moreover, most Americans would have to travel less to get to these locations than they would to get to the marine parks. In addition, places where there are wild marine mammals do not charge an exorbitant entry fee – they are free.

Dr. Alison Lane, director of the Marine Science Institute, contends that we need marine parks for scientific research. She argues that much of our knowledge of marine mammals comes from studies that were undertaken at marine parks and can be useful for planning for the conservation of marine mammal species. However, park research is only useful for understanding captive animals and not for learning about animals in the wild. Dolphin biology changes in marine park conditions. Their diets are different, they have significantly lower life spans and they are more prone to disease. In addition, marine mammals in dolphin parks are trained and this means that their patterns of social behaviour are changed. Therefore research undertaken at marine parks is generally not reliable.

It is the contention of the Marine Park Owners Association that marine parks attract a lot of foreign tourists. This position goes on to assert that these tourists spend a lot of money, increasing our foreign exchange earnings and assisting our national balance of payments. However, foreign tourists would still come if the parks were closed down. Furthermore, we should be promoting our beautiful natural environment to tourists and not the ugly concrete marine park venues.

Dolphin parks are unnecessary and cruel. The dolphins in these parks are kept in very small, cramped ponds, whereas in the wild they are used to roaming long distances across the seas. Furthermore, the concrete walls of the pools interfere with the animals’ sonar systems of communication. In addition, keeping them in pools is a terrible restriction of the freedom of fellow creatures that may have very high levels of intelligence and a sophisticated language ability. In conclusion, these parks should be closed, or at the very least, no new animals should be captured for marine parks in the future. Our society is no longer prepared to tolerate unnecessary cruelty to

animals for science and entertainment. If we continue with our past crimes against these creatures we will be remembered as cruel and inhuman by the generations of the future.

*A4. Do the following exercises:*

*a. Think about three situations in your own life that could give rise to an argumentative essay. For each case, write a brief paragraph telling what point you want to make and for whom you are writing. Conceive a Situation statement for each argumentative context you have discovered, taking into account purpose, writer and reader.*

*b. Rate the following sentences as proposition statements on a scale of 1 (lowest) to 5 (highest). Be prepared to explain why you do or don't think they could work. Conceive a Pro and con chart for these topics, then choose one and build an actual argumentative essay.*

1. Money is the root of all evil. 2. In these modern times in which we live, corruption in its various forms has a broad impact of major concern. 3. There is too much government interference and red tape for the average citizen to feel free. 4. Nothing beats the fresh taste of milk. 5. Someone needs to do something about the situation with regard to housing on the campus.

*c. Letting 10 represent the highest and 1 the lowest, rate the following public figures for their appeal to character: Hillary Clinton; Jane Fonda; Benjamin Franklin; Bill Gates; Adolf Hitler; Jay Leno; Abraham Lincoln; Richard Nixon; Arnold Schwarzenegger; Virginia Woolf. Discuss the reasons for your scoring.*

*d. Read the following statements and comment on their use of informal reasoning. What details would you need to see in order to be convinced?*

1. Coach Ratcliffe should be fired because a coach's job is to win ballgames.
2. I know he's popular because he drives a Corvette.
3. The president hasn't done anything about welfare reform, so he has no sympathy for the poor.
4. Too much smoking ruins a person's health, so you know Louisa's in bad shape.
5. Mr. Price got the contract, so you know he paid a few people off.

*e. Read the following speech by Mark Anthony from **William Shakespeare's** play **Julius Caesar**. Do you think Mark Anthony is appealing to the emotions of his audience? If so, what is his purpose in doing so? Does the speech contain any appeal to reason? To character? Are the various appeals balanced and harmonious or unbalanced and contradictory?*

"Friends, Romans, countrymen, lend me your ears;  
I come to bury Caesar, not to praise him.  
The evil that men do lives after them;  
The good is oft interred with their bones;  
So let it be with Caesar. The noble Brutus  
Hath told you Caesar was ambitious;  
If it were so, it was a grievous fault,  
And grievously hath Caesar answer'd it.  
Here, under leave of Brutus and the rest –  
For Brutus is an honourable man;  
So are they all, all honourable men –  
Come I to speak in Caesar's funeral.

He was my friend, faithful and just to me:  
But Brutus says he was ambitious;  
And Brutus is an honourable man.  
He hath brought many captives home to Rome,  
Whose ransoms did the general coffers fill:  
Did this in Caesar seem ambitious?  
When that the poor have cried, Caesar hath wept:  
Ambition should be made of sterner stuff:  
Yet Brutus says he was ambitious;  
And Brutus is an honourable man.  
You all did see that on the Lupercal  
I thrice presented him a kingly crown,  
Which he did thrice refuse: was this ambition?  
Yet Brutus says he was ambitious;  
And, sure he is an honourable man.  
I speak not to disprove what Brutus spoke,  
But here I am to speak what I do know.  
You all did love him once, not without cause:  
What cause withholds you then, to mourn for him?  
O judgement! thou art fled to brutish beasts,  
And men have lost their reason. Bear with me;  
My heart is in the coffin there with Caesar,  
And I must pause till it come back to me.

## B. The Gender of Nouns.

*B1. Read and bear in mind the theories about the gender of nouns, in order to be able to apply them in exercises and to understand and express English nouns correctly. Generally, this part of grammar is not very much discussed, as in English the noun does not have to agree with the verb or the adjective, so it is not so important if a noun is masculine or feminine as in other European languages. But, anyhow, we should know the gender forms for animate nouns, or, for example, it is useful to know that some generic forms for human beings are expressed as pronouns through "it" ("the baby", for example, is "it", not "he" or "she"). And for speaking accurately it is absolutely necessary for the students in the advanced level to handle the exceptions from the rules.*

### 1). There are four genders in the English language: *masculine, feminine, common and neuter*.

Examples: *masculine* – man, actor, boy, hero, brother, he-goat, cock  
*feminine* – woman, actress, girl, heroine, sister, she-goat, hen  
*common* – cousin, friend, child, parent, teacher, deer, sheep  
*neuter* – moon, spring, book, house, pride, baby, cub

### 2). The masculine and feminine genders can be marked through *suffixes, different words, compound nouns* or can be distinguished according to the *context*.

Examples:  
czar – czarina;  
drone – bee;  
bull elephant – cow elephant

**a) The gender marked through suffixes:**

- *various suffixes*

<i>Masculine</i>	<i>Feminine</i>
Basic form	Basic form + various suffixes
administrator aviator director prosecutor czar sultan hero chauffeur	administratrix aviatrix, aviatrix directrix, directress prosecutrix czarina sultana heroine chauffeuse
Basic form + suffix	Basic form
groom widower	bridegroom widow

- *-ess added as a mark of feminine*

<i>Masculine</i>	<i>Feminine</i>
Basic form	Basic form + -ess suffix
abbot actor ambassador baron count duke emperor giant god heir lion master mayor millionaire negro patron poet priest prince proprietor steward tiger waiter	abbess actress ambassadress baroness countess duchess empress giantess goddess heiress lioness mistress mayoress millionairess negress patroness poetess priestess princess proprietress stewardess tigress waitress

**b) The gender marked through different words:**• *for animals*

<i>Masculine</i>	<i>Feminine</i>	<i>Common</i>
Animals	Animals	Animals
boar, hog	sow	pig, swine
buck	doe	deer
bull, ox	cow	ox
bullock	cow	ox
steer	heifer	ox
cock, rooster	hen	fowl
colt	filly	foal
dog, hound	bitch	dog
drake	duck	duck
drone	bee	bee
fox	vixen	fox
gander	goose	goose
horse, stallion	mare	horse
ram	ewe	sheep
sire	dam	parent (of animal)

• *for human beings*

<i>Masculine</i>	<i>Feminine</i>	<i>Common</i>
Persons	Persons	Persons
bachelor	maid, spinster	baby, child, infant
boy	girl	
brother	sister	
dad, daddy	mum, mummy	parent
father	mother	
friar, monk	nun	
gentleman	lady	religious
husband	wife	
king	queen	
lad	lass	spouse
lord	lady	
landlord	landlady	
man	woman	sovereign
Mister	Miss, Mrs., Madam	
nephew	niece	
sir	lady	man
son	daughter	
uncle	aunt	
tutor	governess	child
viceroy	vicereine	
wizard	witch	

**c) The gender marked through a word which indicates the sex:**

- *for animals*

<i>Masculine</i>	<i>Feminine</i>	<i>Common</i>
Animals	Animals	Animals
buck-rabbit	doe-rabbit	rabbit
bull calf	cow-calf	calf
bull elephant	cow elephant	elephant
male elephant	female elephant	elephant
male cat, tomcat	female cat, tabby cat	cat
male dog	female dog, bitch	dog
cock pigeon	hen pigeon	pigeon
cock sparrow	hen sparrow	sparrow
peacock	peahen	peafowl
turkey cock	turkey hen	turkey
dog fox	bitch fox	fox
dog wolf	bitch wolf	wolf
bulldog	bull bitch	bulldog
he-bear	she-bear	bear
he-bird	she-bird	bird
he-goat, billy-goat	she-goat, nanny-goat	goat
jackass	she-ass, jenny ass	ass

- *for human beings*

<i>Masculine</i>	<i>Feminine</i>	<i>Common</i>
Persons	Persons	Persons
boyfriend	girlfriend	friend
schoolboy	schoolgirl	schoolchild
grandson	granddaughter	grandchild
manservant	maidservant	servant
barman	barmaid	bar attendant
chairman	chairwoman	chairperson
milkman	milkmaid	
salesman	saleswoman	salespeople
shopman	shopwoman	shop assistant
juryman	jurywoman	member of jury
policeman	policewoman	police
devil	she-devil	devil

**d) The masculine and feminine genders can be distinguished according to the context.**

- *There are names for both the men and the women:* accountant, clerk, doctor, driver, engineer, farmer, mechanic, secretary, teacher, writer, leader, Member of Parliament (MP), Prime Minister, captain, major, sergeant, champion.
- *Certain nouns have feminine forms which are seldom used, the masculine forms being common both for the men and the women.* Examples of rarely used feminine forms: ambassadress, aviatrix, mayoress, poetess, lady doctor, female editor, woman journalist, woman MP.

3). Gender of the nouns which indicate *nationality and regional identity*.

- Some nouns build the feminine by adding *woman* or *girl* at the end of the masculine word.  
Examples: an Englishman – an Englishwoman, a Dutchman – a Dutchwoman, a Scotsman – a Scotswoman
- Other nouns have *a single form for masculine and feminine*.  
Examples: African, American, Asian, Bulgarian, Egyptian, Fin, German, Greek, Italian, Pole, Portuguese, Romanian, Swiss etc.

## 4). Certain characteristics of the English gender system.

- The English language does not have specific articles for masculine, feminine or neuter, the indefinite article for all being *a/an*, the definite article *the*;
- In the English language there is no agreement between the noun and the adjective and there is rarely accordance between the noun and the verb in what concerns gender;
- There is the possibility of replacing the noun through the corresponding personal pronoun, possessive adjective or emphatic pronoun, the third person singular, masculine or feminine.  
Examples: The doctor has come, but she is late.  
Was your child wearing her red dress?  
The pupil was very proud of himself for having obtained a good mark.
- The objects and the animals are commonly replaced through the pronoun *it*, and only when they are personified or when we attach sentimental value to them they are called *he* or *she*.  
Examples: The bull has hurt its leg.  
We once had a nightingale in the garden: he doesn't come anymore now.

B2. Do the following exercises:

a. Form feminine nouns from the following masculine nouns using the following suffixes: - *ess*, - *ix*, - *a*, - *ine*:

actor, host, shepherd, administrator, sultan, god, lion, prior, negro, hero, prince, tiger, heir, waiter, director, prosecutor.

b. Give the corresponding masculine nouns of the following feminine nouns, then give the generic term, if any:

queen, woman, wife, daughter, nun, lady, sister, goose, bee, duck, granddaughter, bride, girlfriend, maid-servant, spinster, nurse, policewoman, lady-speaker.

c. List the feminine nouns in the second column and the generic nouns in the third column so as to correspond to the masculine nouns in the first column:

Hog		
Cock		
Hound		
Buck		
Bull		
Drone		
Stallion		
Fox		
Ram		
Stag		

*B3. Make a composition in which you should use as many of the following nouns as you can: son, nephew, uncle, father, brother, boy, husband, man, friend, student. Give a detailed picture either of a family or of a certain member of a family.*

*B4. Translate into English:*

*a. Translate the following sentences, paying attention to the gender of nouns and using the common gender as much as possible:*

1. Știi că premiul a fost din nou cucerit de români?
2. Este cea mai modernă poetă a noastră.
3. Sora mea a jucat rolul prințesei.
4. Ambasadoarea a rostit o cuvântare.
5. Era o fată bătrână foarte excentrică.
6. Nu cred că văduva de la parter este acasă.
7. Leoaica pe care ai văzut-o la circ a fost adusă din Africa.
8. A venit lăptăreasa azi?
9. Este plăcut când ești servit de vânzătoare atât de politicoase.
10. Toate miresele sunt frumoase.
11. Ea este cea mai bună dactilografă din birou.
12. A insistat să fie consultată de o doctoriță.
13. Mâncărurile italienești au fost pregătite de ajutoarea bucătarului.
14. Una dintre prietenele mele mi-a trimis acest tablou.
15. Singura funcționară care știe germană este acum în concediu.
16. O cunoști pe verișoara mea Ana?
17. Când ziarista și-a luat locul în sală, toată lumea votase.
18. M-am întâlnit cu elevele din clasa de fizică.
19. Bunica e mândră de copiii și nepoții ei.
20. Toți membrii juriului – atât jurații cât și juratele – au fost de acord asupra verdictului.

*b. Translate the following text from **La Medeleni** by **Ionel Teodoreanu**. Pay attention to the nouns, especially to gender.*

Dacă ar fi intrat bunica în odaia fetițelor și-ar fi pus ochelarii și, fără să atingă cu degetul nici șifoniera, nici cele două dulăpioare de lângă paturile de nuc, ar fi văzut că pic de colb nu-i nicăieri, nici muște, și-ar fi oftat cu ușurare; ar fi simțit mirosul de podele ceruite îmbinându-se cu aroma de răcoare păstrată doar în tihna caselor bătrâne unde iernează mere și gutui și ar fi clătinat din cap cu bunătațe și cu duioșie; și s-ar fi aplecat cu multă trudă asupra paturilor neted învelite, și dezvelind un colț ar fi văzut că așternutu-i de olandă și că spălătoreasa-i vrednică, și că-n dulapul rufelor mai e sulfină și lavandă – și-ar fi acoperit ea cu evlavie colțul descoperit; și dacă ar mai fi deschis și șifoniera și-ar fi văzut păpușile care-așteptau emoția fetițelor premiate la examenul de clasa treia primară și-ar fi luat bunica ochelarii de pe nas, ștergându-și-i, ar fi făcut o cruce la icoana Preacuratei din părete, o alta deasupra încăperii – și-ncetișor, încetișor, ar fi ieșit, și s-ar fi dus ...

C. Renaissance was an era during which new ideas, institutions, beliefs, systems of thought appeared. Through the fact that they had the courage to question values and hierarchies, the Renaissance people very much resemble the human beings of our age. During this period, various and sometimes contradictory tendencies which we recognise in modern thinking were initiated. People questioned their relationships with God, their knowledge about the form of the universe and the form of the earth, their traditions and habits, even the possibility of man to understand the world. One of the most important philosophers of this age in England was **Francis Bacon**. In the spirit of Renaissance, he tried to write against prejudice, and he clearly set that there are four kinds



of idols: *idola tribus* (common to all people), *idola specus* (specific for each individual), *idola fori* (of a group of people, at a certain moment) and *idola theatri* (coming from the dogmas of the different philosophies). All these must be removed so that the reason could come into force.

*C1. Read, translate and comment upon the following text about the life and the works of **Francis Bacon**. Try to compare this with the lives and ideas of other important Renaissance philosophers. Write about the role of **Francis Bacon** in changing the social and political conceptions of the era.*



*Title page of Bacon's Novum Organum. Underneath the ship sailing into the ocean is a quotation from the Book of Daniel: "Many shall venture forth and science shall be increased".*

**Francis Bacon** was born in London in 1561. He was the son of Nicholas Bacon, the ministry of justice under the reign of Queen Elisabeth. This situation allowed his father to give him the best education, as he intended to prepare his child for the political career. At the age of twelve, he was sent to Trinity College, at the University of Cambridge. After graduating the college, he went to Paris together with the ambassador of England in France, being very much interested in politics. The unexpected death of his father, in 1578, was the beginning of a new orientation. Being the second son, he inherited a small fortune and was obliged to think of a profession in order to earn a living. For this purpose, he attended juridical studies at Gray's Inn. As he proved exceptional qualities as a lawyer, he was appointed counsellor of the queen.

While he was making efforts to build a political career, Francis Bacon was also conceiving the ideas of his philosophical revolution. Ever since his studies in Cambridge, he felt discontent with traditional philosophy, with the system of Aristotle and with the conceptions of modern times. On this ground he conceived the plans of a reforming work. In 1585, he wrote the first sketches of this great book, for which he found the title "**Temporis Partus Maximus**" (the largest production of all times). Bacon was dealing with the obstacles which oppose to the progress of the human spirit and the means to surpass them, the most important being a method of discovering the truth. He believed he should find a new way of relating to nature, this representing the starting point of modern philosophy. He also wrote, in this period, considerations on ethics and politics, which made him famous.

But, when his name began to become famous, he had, as the lawyer of the crown, a mission which did not honour him. Since 1592, Francis Bacon had become a good friend of the count of Essex, at that time the favourite of the queen. He tried to acquire with the aid of the count the high position of general solicitor, but Essex had no political power. In exchange, he offered Bacon one of his properties, which ensured him a significant income. In 1600, because of his independent attitude towards the queen, the count of Essex cast into disgrace, prepared a revenge plan, but was caught and imprisoned. Bacon had to accuse his former protector, who was found guilty and decapitated. Later on, he tried to make excuses and to find justifications for the gesture of the queen, but he could not be convincing.

In 1603, after the death of Queen Elisabeth, Bacon remained one of the favourites of King Jacob I, preserving the positions of counsellor and general attorney, the place in the Chamber of Commons, and becoming lord minister of justice, lord chancellor, baron of Verulam and, finally, vice-count of Saint-Alban.

Along these successes, Bacon never stopped reforming the field of philosophy. In 1605, he published "**Of the Proficiency and Advancement of Learning divine and human**", in which he reviewed the progresses of human knowledge in various domains. In the next work, "**Cogitata et**

*visa de Interpretatione Naturae sive de Inventione Rerum et Operum*”, he stated that future progresses could not be made without a new method for the interpretation of nature. Bacon considered that, while all the other sciences made huge steps forward, philosophy, for many reasons, remained behind, and that it could only be improved through the new inductive means. The syllogism, he argued, should be abandoned, in favour of observation, experience. This writing, which was sent to a small group of friends in 1607, remained unpublished during his life, but it became a part of “*Novum Organonum sive Indicia vera de Interpretatione Naturae*”, appeared in 1620. He did not write anything else in this period, due to the hard work for revolutionising philosophy, as well as to his political activities.

Nothing seemed to spoil the satisfaction of the statesman and philosopher, but in 1621 he fell down. It seems that he had served too easily the favourites of the king and their relatives, so the parliament judged him for corruption, found him guilty, fined him with 40,000 pounds and sent him to prison. He neither paid the fine nor was imprisoned, but, without the possibility of getting a high position in the state any more, he dedicated himself entirely to his writing. He wrote, in English, “*New Atlantis*”, with the intention of imagining the application of his reforming ideas. He finished the first and the third part of his restructuring work.

In 1624, the king entirely absolved Bacon of his punishment, but the tumult of political life did not seem to interest him any more. He was working at a book of natural history, but this remained unfinished, as he died in 1626.

C2. Read, translate and comment the following fragment from *Francis Bacon's Essays* (1601), *Of Empire*. Discuss the opinions of the author about the governor of the country, about the good and the bad things he could accomplish. Write an essay for comparing the Renaissance view with the contemporary one.

It is a miserable state of mind to have few things to desire and many things to fear; and yet that commonly is the case of kings, who, being at the highest, want matter of desire, which makes their minds more languishing; and have many representations of perils and shadows, which makes their minds the less clear; and this is one reason, also, of that effect which the Scripture speaketh of, *that the king's heart is inscrutable*; for multitude of jealousies, and lack of some predominant desire, that should marshal and put in order all the rest, maketh any man's heart hard to find or sound. Hence it comes, likewise, that princes many times make themselves desires, and set their hearts upon toys: sometimes upon a building; sometimes upon erecting of an order; sometimes upon the advancing of a person; sometimes upon obtaining excellency in some art or feat of the hand, as Nero for playing on the harp; Domitian for certainty of the hand with the arrow; Commodus for playing at fence; Caracalla for driving chariots, and the like. This seemeth incredible unto those that know not the principle that the mind of man is more cheered and refreshed by profiting in small things than by standing at a stay in great. We see, also, that kings that have been fortunate conquerors in their first years, it being not possible for them to go forward infinitely, but that they must have some check or arrest in their fortunes, turn in their latter years to be superstitious and melancholy; as did Alexander the Great, Diocletian, and, in our memory, Charles the Fifth, and others; for he that is used to go forward, and findeth a stop, falleth out of his own favour, and is not the thing he was.

To speak now of the true temper of empire, it is a thing rare and hard to keep, for both temper and distemper consist of contraries; but it is one thing to mingle contraries, another to interchange hem. The answer of Apollonius to Vespasian is full of excellent instruction. Vespasian asked him, *What was Nero's overthrow?* He answered, *Nero could touch and tune the harp well; but in government sometimes he used to wind the pins too high, sometimes to let them down too low*. And certain it is that nothing destroyeth authority so much as the unequal and untimely interchange of power pressed too far and relaxed too much.

This is true that the wisdom of all these latter times in princes' affairs is rather fine deliveries and shiftings of dangers and mischiefs, when they are near, than solid and grounded courses to keep them aloof; but this is but to try masteries with fortune, and let men beware how they neglect and suffer matter of trouble to be prepared. For no man can forbid the spark nor tell whence it may come. The difficulties in princes' business are many and great; but the greatest difficulty is often in their own mind. For it is common with princes (saith Tacitus) to will contradictories: *The desires of princes are generally violent and incompatible with each other*; for it is the solecism of power to think to command the end, and yet not to endure the mean.

Kings have to deal with their neighbours, their wives, their children, their prelates or clergy, their nobles, their second-nobles or gentlemen, their merchants, their commons, and their men of war; and from all these arise dangers, if care and circumspection be not used.

First, for their neighbours, there can no general rule be given (the occasions are so variable), save one which ever holdeth; which is, that princes do keep due sentinel, that none of their neighbours do overgrow so (by increase of territory, by embracing of trade, by approaches, or the like), as they become more able to annoy them than they were; and this is generally the work of standing counsels to foresee and to hinder it. During that triumvirate of kings, King Henry the Eighth of England, Francis the First, King of France, and Charles the Fifth, Emperor, there was such a watch kept that none of the three could win a palm of ground, but the other two would straightways balance it, either by confederation, or, if need were, by a war; and would not in any wise take up peace at interest; and the like was done by that league (which Guicciardini saith was the security of Italy) made between Ferdinando, King of Naples, Lorenzious Medicis, and Ludovicus Sforza, potentates, the one of Florence, the other of Milan. Neither is the opinion of some of the school-men to be received, that a war cannot justly be made, but upon a precedent injury or provocation; for there is no question but a just fear of an imminent danger, though there be no blow given, is a lawful cause of a war.

For their wives, there are cruel examples of them. Livia is infamed for the poisoning of her husband; Roxolana, Solyman's wife, was the destruction of that renowned prince, Sultan Mustapha, and otherwise troubled his house and succession; Edward the Second of England's Queen had the principal hand in the deposing and murder of her husband.

This kind of danger is then to be feared chiefly when the wives have plots for the raising of their own children, or else that they be advoutresses.

For their children, the tragedies likewise of dangers from them have been many; and generally the entering of fathers into suspicion of their children hath been ever unfortunate. The destruction of Mustapha (that we named before) was so fatal to Solyman's line, as the succession of the Turks from Solyman until this day is suspected to be untrue and of strange blood; for that Selymus the Second was thought to be suppositious. The destruction of Crispus, a young prince of rare towardness, by Constantinus the Great, his father, was in like manner fatal to his house; for both Constantinus and Constance, his sons, died violent deaths; and Constantius, his other son, did little better, who died indeed of sickness, but after that Julianus had taken arms against him. The destruction of Demetrius, son to Philip the Second of Macedon, turned upon the father, who died of repentance. And many like examples there are; but few or none where the fathers had good by such distrust, except it were where the sons were up in open arms against them; as was Selymus the First against Bajazet, and the three sons of Henry the Second, King of England.

For their prelates, when they are proud and great, there is also danger from them; as it was in the times of Anselmus, and Thomas Becket, Archbishops of Canterbury, who, with their crosiers, did almost try it with the king's sword; and yet they had to deal with stout and haughty kings, William Rufus, Henry the First, and Henry the Second. The danger is not from that state, but where it hath a dependence of foreign authority; or where the churchmen come in and are elected, not by the collation of the king or particular patrons, but by the people.

For their nobles; to keep them at a distance it is not amiss; but to depress them may make a king more absolute but less safe, and less able to perform any thing that he desires. I have noted it in my History of King Henry the Seventh of England, who depressed his nobility, whereupon it came to pass that his times were full of difficulties and troubles; for the nobility, though they continued loyal unto him, yet did they not co-operate with him in his business; so that, in effect, he was fain to do all things himself.

For their second nobles, there is not much danger from them, being a body dispersed. They may sometimes discourse high, but that doth little hurt; besides, they are a counterpoise to the higher nobility, that they grow not too potent; and, lastly, being the most immediate in authority with the common people, they do best temper popular commotions.

For their merchants, they are *vena porta*: and if they flourish not, a kingdom may have good limbs, but will have empty veins, and nourish little. Taxes and imposts upon them do seldom good to the king's revenue, for that which he wins in the hundred he loseth in the shire; the particular rates being increased, but the total bulk of trading rather decreased.

For their commons, there is little danger from them, except it be where they have great and potent heads; or where you meddle with the point of religion, or their customs, or means of life.

For their men of war, it is a dangerous state where they live and remain in a body, and are used to donatives; whereof we see examples in the janizaries and pretorian bands of Rome; but trainings of men, and arming them in several places, and under several commanders, and without donatives, are things of defence and no danger.

Princes are like to heavenly bodies, which cause good or evil times; and which have much veneration, but no rest. All precepts concerning kings are in effect comprehended in those two remembrances, *Remember that thou art a man* and *Remember that thou art a God* or a *representative of God*; the one bridled their power and the other their will.

*C3. Read, translate and comment upon the following fragment of New Atlantis. How were foreigners received and treated by the inhabitants in that country? Notice the old forms of several words.*

The morrow after our three days were past, there came to us a new man, that we had not seen before, clothed in blue as the former was, save that his turban was white with a small red cross on the top. He had also a tippet of fine linen. At his coming in he did bend to us a little, and put his arms abroad. We of our parts saluted him in a very lowly and submissive manner; as looking that from him we should receive sentence of life or death. He desired to speak with some few of us. Whereupon six of us only stayed, and the rest avoided the room. He said, "I am by office governor of this House of Strangers, and by vocation I am a Christian priest; and therefore am come to you to offer you my service, both as strangers, and chiefly as Christians. Some things I may tell you, which I think you will not be unwilling to hear. The state hath given you license to stay on land for the space of six weeks: and let it not trouble you, if your occasions ask further time, for the law in this point is not precise; and I do not doubt but myself shall be able to obtain for you such further time as shall be convenient. Ye shall also understand that the Strangers' House is at this time rich, and much aforehand; for it hath laid up revenue these thirty-seven years, for so long it is since any stranger arrived in this part; and therefore take ye no care; the state will defray you all the time you stay. Neither shall you stay one day the less for that. As for any merchandise ye have brought, ye shall be well used, and have your return, either in merchandise or in gold and silver: for to us it is all one. And if you have any other request to make, hide it not; for ye shall find we will not make your countenance to fall by the answer ye shall receive. Only this I must tell you, that none of you must go above a karan (that is with them a mile and a half) from the walls of the city, without special leave."

*C4. Read, translate and comment upon the following fragment from **New Atlantis**. Discuss the description of the place of Solomon's House as another form of utopia, the scientific one. Explain why the detailed description of the various parts of the land, artificially conceived by men through the imitation of nature and striving to reach perfection, can be compared with the accomplishment of a commonwealth, of a perfect state.*

The preparations and instruments are these. We have large and deep caves of several depths; the deepest are sunk six hundred fathoms; and some of them are digged and made under great hills and mountains; so that if you reckon together the depth of the hill, and the depth of the cave, they are, some of them, above three miles deep. For we find that the depth of a hill, and the depth of a cave from the flat, is the same thing; both remote alike from the sun and heaven's beams, and from the open air. These caves we call the lower region, and we use them for all coagulations, indurations, refrigerations, and conservations of bodies. We use them likewise for the imitation of natural mines, and the producing also of new artificial metals, by compositions and materials which we use, and lay there for many years. We use them also sometimes (which may seem strange) for curing of some diseases and for prolongation of life in some hermits that choose to live there, well accommodated of all things necessary, and indeed live very long; by whom also we learn many things.

We have burials in several earths, where we put divers cements, as the Chinese do their porcelain. But we have them in greater variety, and some of them more fine. We also have great variety of composts and soils, for the making of the earth fruitful.

We have high towers, the highest about half a mile in height, and some of them likewise set upon high mountains, so that the vantage of the hill, with the tower, is in the highest of them three miles at least. And these places we call the upper region, accounting the air between the high places and the low as a middle region. We use these towers, according to their several heights and situations, for insulation, refrigeration, conservation, and for the view of divers meteors – as winds, rain, snow, hail; and some of the fiery meteors also. And upon them, in some places, are dwellings of hermits, whom we visit sometimes, and instruct what to observe.

We have great lakes, both salt and fresh, whereof we have use for the fish and fowl. We use them also for burials of some natural bodies, for we find a difference in things buried in earth, or in air below the earth, and things buried in water. We have also pools, of which some do strain fresh water out of salt, and others by art do turn fresh water into salt. We have also some rocks in the midst of the sea, and some bays upon the shore for some works, wherein is required the air and vapour of the sea. We have likewise violent streams and cataracts, which serve us for many motions; and likewise engines for multiplying and enforcing of winds to set also on divers motions.

We have also a number of artificial wells and fountains, made in imitation of the natural sources and baths, as tinted upon vitriol, sulphur, steel, brass, lead, nitre, and other minerals; and again, we have little wells for infusions of many things, where the waters take the virtue quicker and better than in vessels or basins. And among them we have a water which we call Water of Paradise, being by that we do it made very sovereign for health and prolongation of life.

We have also great and spacious houses, where we imitate and demonstrate meteors – as snow, hail, rain, some artificial rains of bodies, and not of water, thunders, lightnings; also generations of bodies in air – as frogs, flies, and divers others.

We have also certain chambers, which we call chambers of health, where we qualify the air as we think good and proper for the cure of divers diseases, and preservation of health.

We have also fair and large baths, of several mixtures, for the cure of diseases and the restoring of man's body from rarefaction; and others for the confirming of it in strength of sinews, vital parts, and the very juice and substance of the body.

We have also large and various orchards and gardens, wherein we do not so much respect beauty as variety of ground and soil, proper for divers trees and herbs, and some very spacious, where trees

and berries are set, whereof we make divers kinds of drinks, beside the vineyards. In these we practise likewise all conclusions of grafting and inoculating, as well of wild-trees as fruit-trees, which produceth many effects. And we make by art, in the same orchards and gardens, trees and flowers to come earlier or later than their seasons, and to come up and bear more speedily than by their natural course they do. We make them also by art greater much than their nature; and their fruit greater and sweeter, and of differing taste, smell, colour and figure, from their nature. And many of them we so order as that they become of medicinal use.

We have also means to make divers plants rise by mixtures of earths, without seeds, and likewise to make divers new plants, differing from the vulgar, and to make one tree or plant turn into another.

We have also parks and enclosures of all sorts of beasts and birds; which we use not only for view or rareness, but likewise for dissections and trials, that thereby may take light what may be wrought upon the body of man. Wherein we find many strange effects: as continuing life in them, though divers parts, which you account vital, be perished and taken forth; resuscitating of some that seem dead in appearance, and the like. We try also all poisons, and other medicines upon them, as well of chirurgery as physic. By art likewise we make them greater or taller than their kind is, and contrariwise dwarf them and stay their growth; we make them more fruitful and bearing than their kind is, and contrariwise barren and not generative. Also we make them differ in colour, shape, activity, many ways. We find means to make commixtures and copulations of divers kinds, which have produced many new kinds, and them not barren, as the general opinion is. We make a number of kinds, of serpents, worms, flies, fishes, of putrefaction, whereof some are advanced (in effect) to be perfect creatures, like beasts or birds, and have sexes, and do propagate. Neither do we this by chance, but we know beforehand of what matter and commixture, what kind of those creatures will arise. [...]

We have also sound-houses, where we practise and demonstrate all sounds and their generation. We have harmonies which you have not, of quarter-sounds and lesser slides of sounds. Divers instruments of music likewise to you unknown, some sweeter than any you have; together with bells and rings that are dainty and sweet. We represent small sounds as great and deep; likewise great sounds, extenuate and sharp; we make divers tremblings and warblings of sounds, which in their original are entire. We represent and imitate all articulate sounds and letters, and the voices and notes of beasts and birds. We have certain helps which set to the ear do further the hearing greatly. We have also divers strange and artificial echoes, reflecting the voice many times, and as it were tossing it; and some that give back the voice louder than it came, some shriller and some deeper: yea, some rendering the voice, differing in the letters or articulate sound from that they receive. We have also means to convey sounds in trunks and pipes, in strange lines and distances.

We have also perfume-houses, wherewith we join also practices of taste. We multiply smells, which may seem strange: we imitate smells, making all smells to breathe out of other mixtures than those that give them. We make divers imitations of taste likewise, so that they will deceive any man's taste. And in this house we contain also a confiture-house, where we make all sweetmeats, dry and moist, and divers pleasant wines, milks, broths, and salads, far in greater variety than you have.

We have also engine-houses, where are prepared engines and instruments for all sorts of motions. There we imitate and practise to make swifter motions than any you have, either out of your muskets or any engine that you have; and to make them and multiply them more easily and with small force, by wheels and other means, and to make them stronger and more violent than yours are, exceeding your greatest cannons and basilisks. We represent also ordnance and instruments of war and engines of all kinds; and likewise new mixtures and compositions of gunpowder, wildfires burning in water and unquenchable, also fireworks of all variety, both for pleasure and use. We imitate also flights of birds; we have some degrees of flying in the air. We have ships and boats for going under water and brooking of seas, also swimming-girdles and supporters. We have divers curious clocks, and other like motions of return, and some perpetual motions. We imitate also

motions of living creatures by images of men, beasts, birds, fishes, and serpents; we have also a great number of other various motions, strange for equality, fineness, and subtlety.

We have also a mathematical-house, where are represented all instruments, as well of geometry as astronomy, exquisitely made.

We have also houses of deceits of the senses, where we represent all manner of feats of juggling, false apparitions, impostures and illusions, and their fallacies. And surely you will easily believe that we, that have so many things truly natural which induce admiration, could in a world of particulars deceive the senses if we would disguise those things, and labour to make them seem more miraculous. But we do hate all impostures and lies, insomuch as we have severely forbidden it to all our fellows, under pain of ignominy and fines, that they do not show any natural work or thing adorned or swelling, but only pure as it is, and without all affectation of strangeness.

#### **D. Vocabulary Practice. Borrowed Words.**

*D1. A borrowed word has originally come from another language. When it is assimilated into English, it may keep its original meaning, or acquire an alternative or additional meaning. It may also be pronounced differently from the original. Keeping these in mind, complete the following sentences with the borrowed words and phrases mentioned below.*

1. We could go first to Rome, and then to Florence, or ....., if you prefer so.
2. A ..... appears to have taken place in Nigeria, where an army general is now reported to be in control.
3. He can easily prove he is a ..... resident, just by showing his passport.
4. When you apply for that job, don't forget to enclose a ..... with your letter of application.
5. I'm afraid I made an awful ..... the other day. I asked Jane where her husband was, quite forgetting they had divorced.
6. Nobody likes the new accountant in our office, he is ..... as far as we are concerned.
7. A ..... was carried out on the body, to establish the exact cause of the death.
8. You looked so confident and ..... about it all that I thought you must have parachuted before.
9. What he said had very little connection with what we were discussing, it was a complete ....., in fact.
10. Garry had a bit of a ..... with the traffic warden this morning – that is why he is so late.
11. Fellow graduates will be pleased to hear that Caroline Ascot, ..... Neil, has become the director of the research center.
12. Yet another double glazing salesman rang up last night, but at least his ..... was short and to the point.
13. If you forget your lines, you'll just have to ..... The audience will not notice a thing!
14. The police were unable to charge Jefferson, as he had an unshakable ..... for the time when the robbery had been committed.
15. I was delighted when Mrs. Brown asked me to furnish her house for her. She gave me ..... to order whatever I needed.
16. We could go on ..... considering the various options, but I think it is time we made a decision.
17. It was such a warm evening that we decided to have a little ..... supper in the garden.

18. The two of them were enjoying a quiet ..... over coffee.
19. The judge decided to hold the hearing ....., as it was important to protect the children from unnecessary publicity.
20. John recovered quickly from the shock of seeing his sister, and said with great ..... that it was good to see her back.

*The borrowed words and phrases to be used in the sentences are:*

faux pas, carte blanche, vice versa, bona fide, ad lib, post-mortem, ad infinitum, persona non grata, blasé, in camera, non sequitur, spiel, alfresco, contretemps, alibi, curriculum vitae, coup d'état, née, tête-à-tête, aplomb.

*D2. Put the following French expressions into the correct place in the sentences below:*

encore, début, c'est la vie, au fait, entourage, façade, détente, avant garde, coup, gourmet.

1. If we take Charles out to dinner, we must choose a good restaurant. He is a .....
2. There was a successful ..... last night. The president has been arrested and the main government buildings are in the hands of the army.
3. Film stars do not usually travel alone. They are normally surrounded by a large ..... of agents, secretaries and other helpers.
4. The audience liked her songs so much that at the end they shouted ".....", so she sang once more.
5. I've had some bad luck recently, but it's no use worrying about it. ....
6. I hadn't visited the country for a long time and I wasn't ..... with the most recent political developments.
7. He is a very ..... artist. I have no idea what he is trying to express. Very few people understand his paintings.
8. She made her ..... as an actress in a film at the age of 14.
9. That building still has its old ....., as you can see, but the rest of the building behind it has been rebuilt and modernised.
10. At the moment there is a ..... between the two countries. Relations are much easier.

*D3. Put each of the following expressions of Italian, Spanish, German and Chinese origin into the correct place in the sentences below:*

incognito, bravo, graffiti, siesta, macho, patio, blitz, kaput, kindergarten, kowtow.

1. A man who is very tough and masculine is sometimes described as .....
2. At the age of three she went to a ..... just to learn to play with other children.
3. After lunch I like to have a ..... for an hour or so.
4. A week after the wall was repainted, it was covered with ..... again.
5. My television set is ..... I have to buy a new one.
6. You performed very well. ....!
7. He didn't want to be recognised so he changed his appearance and traveled .....
8. My garden was looking very overgrown and neglected so I did a real ..... on it last Saturday. I was working all day long.
9. When the Prime Minister comes, just be polite and normal. There is no need to ..... to him.
10. No, our house hasn't got a proper garden, just a paved .....



*D4. Match the borrowed words at the a) point with their definitions at the b) point.*

a) 1. cuisine; 2. siesta; 3. wanderlust; 4. paparazzi; 5. cache; 6. forte; 7. avant garde; 8. rapport; 9. genre; 10. vigilante; 11. kudos; 12. résumé.

b) A. hiding place; B. ahead of fashion; C. summary; D. type (literary or artistic); E. relationship or understanding; F. prestige; G. urge to travel; H. short nap; I. photographers who are desperate for photos of celebrities; J. style of cooking; K. strong point; L. self-appointed guard.



### III. REASON AND ORDER

#### C. The Philosophical Essay.

The philosophical essay is an exercise of contemplation on any given subject. It tests your ability to think and describe, to order your ideas and to draw on your experience, imagination and general knowledge. The philosophical essay should be carefully prepared, as abstractions can be drawn only from the ground of serious information. If well written, it could be an original approach of a certain question mankind has always asked.

*A1. Read the following texts about writing a philosophical essay, comment upon them and give examples. Bear in mind especially the most important issues related to subject, components and style, so that you can use them in your own texts.*

*a. Types of philosophical essays.* Though philosophical essays cannot be easily classified, there can be distinguished two groups: those which require a great deal of description as well as of reflection, which may be called “descriptive-reflective”; and those in which the emphasis is on reasoning rather than description, which may be called “abstract”.

1. *The descriptive-reflective essays* usually take the form of one-word titles. When writing, you should draw conclusions from what you describe and express your views on the subject.
  2. *The abstract essays* may also take the form of one-word titles when they refer to abstract qualities (for example “Truth”). However, very often, the title appears as a phrase beginning with the word “On” (for example “On the consequences of labour division”). In subjects of this kind, purely descriptive writing is secondary of importance. Your ability to reason rather than to describe, your judgement rather than your feelings about the subject take first place.
- Keep to one approach.

*b. Subject matter.* What you have to say is quite as important as how you say it. An essay may be well written and well organised but still lack substance. The fault usually lies in a poor interpretation of the topic. Avoid making trite observations like “Every time I think about ...” or “... is very useful”. Another thing to avoid is what might be called the “pseudo-historical approach”. This consists in giving the “history” of the subject from the earliest times to the present. Crude writing of this sort can be avoided if the subject is interpreted in a satisfactory way.

#### *c. Treatment.*

- Two distinct processes are involved in essay writing: *analysis* and *synthesis*. You break down the subject (*analysis*) and then put it together again (*synthesis*), so that it forms a complete whole. Nothing irrelevant must be included. Your essay should have *unity* to the extent that if any single part were excluded it would spoil the effect of the whole. Like a painting or a piece of music, the essay is a *composition*.
- Your work must be *balanced* and *well proportioned*. You can only achieve this if you fully understand the purpose of the paragraph. Each paragraph of your essay is a unit of thought which deals with an aspect of the main theme. In the same way, each sentence must contribute with something to the central thought of each paragraph. If an essay can be defined as a group of related paragraphs, a paragraph can be defined as a group of related sentences. Transitions from one paragraph to another should be smooth. Each paragraph should be developed properly.

- The functions of the **introduction**, **development** and **conclusion** are as follows:
  - *the introduction* is the most important paragraph in the essay as here you have to make clear for the reader your interpretation of the subject. It is an essay in miniature.
  - *the development* is the part of the essay where you should take up the points that were hinted at in the introduction. Each main point must be developed fully in a single paragraph and all the paragraphs should be related to each other in some way. Avoid “listing”, that is beginning each paragraph with “the first point is ...”, “the second thing to consider is ...”.
  - *the conclusion* relates in some way to the introduction and so rounds the essay off. Do not end abruptly. Avoid clumsy phrases like “To sum up ...”. Make it clear for the reader what your intentions have been.

d. **Style.**

- **Devices.** Some of the most important devices you can use in your essay are **sylogism**, **description**, **illustration**, **contrast**, **humour**. *The syllogism* will be used in an abstract essay, when you try to draw conclusions from certain hypothesis. *The description* is an important part of your essays, mostly in descriptive-reflective topics and even occasionally in abstract ones, if you want to base upon your experience when dealing with the subject. *Illustration* is especially important when you try to approach abstract matters, and their purpose is to make your meaning immediately clear to the reader. *Contrast* gives variety to your writing and makes what you have to say more interesting, surprising the reader and enabling him to see the subject in a new light. *Humour* is often highly suitable in philosophical essays, as you not only amuse the reader but also give him an unusual point of view when you poke fun at certain beliefs and activities. *Irony*, *satire* and *parody* are frequently necessary elements of an essay.
- **Suitability.** The style you adopt for each essay must match your approach to the subject. Irony, for instance, will be quite out of place in an essay on photography in which you have made it your aim to deal with some of the technical aspects of the matter. Similarly, it is not possible to switch from a serious consideration of a topic to a humorous one unless there is a very special reason.
- **Personal and impersonal.** Unless you are specifically asked to give your views on the subject, do not write in the first person, as the capital “I” is likely to figure prominently in your essay. When writing in the third person, avoid making vague or pompous generalisations (for example, “Everybody realises how important it is to ...”).
- **Use of words.** The key to good writing is *simplicity*. Do not write long, involved sentences, and do not use long and complicated words where a short one will do. It is important to realise that your writing will be simple and clear when and only when you have something definite to say and when you know what you are talking about.

In other words, the philosophical essay must be well structured and presented in a way that the reader finds easy to follow: it must look tidy and not present any obstacles to the reader. But, above all, it must consist of your ideas about a certain philosophical topic. This is the centre of it: not quotes from critics, not generalisations at second hand, not filling and padding; your thoughts, which can be ordered in arguments. Here is some advice:

- It is always better to read an original text and refer to it than to read criticism about it.
- Always read interactively and then conceive your own comments and perspectives.
- Quote sufficiently but not too copiously. Not more than a third of a page at the most, and usually just a few lines at a time. On the other hand, never forget that your ideas should be tied firmly into the text, and that you should demonstrate this by quotation. Always give page numbers for your quotations: you will need to know where to find them again.
- Behind everything presented so far there are two themes. One, just to repeat it yet one more time: your ideas are what matters. The other is this: always put the reader first.

- Be aware: a certain scholarly gravity is called for. Not too heavy so that it is uninteresting. But avoid colloquial abbreviations: *should not*, not *shouldn't*. Jokes are hazardous: if they don't work, they can cost you a lot. Avoid them, on the whole: or at least do not make jokes.
- Always make a photocopy of any essay you do before you hand it in. Academics are very unreliable, and not uncommonly lose essays.
- Re-read and make corrections in the end.

*e. Making a bibliography*

- For this you need a book-list, either computer-based, or in the form of a card index. Every book you read should have its details listed in your master book-list. Author/s, title, date, publisher, place of issuing. On the whole and within reason, the longer the list is, the better. As long, that is, as you can reasonably show that you have indeed used the works on the list.
- This list should be set out in a particular and consistent way. This is one possible way: A.S. Maney and R.L. Smallwood, *MHRA Style Book, Notes for Authors, Editors and Writers of Dissertations*, (London: Modern Humanities Research Association, 1981)
- There are various ways of styling (as printers call it) references (book and article titles) and it doesn't matter which you adopt, but you should learn one and adopt it.

*A2. Write essays of between 600-800 words on at least three of the subjects given below. Take special care to interpret each topic in your personal way. Do not spend more than one hour on each essay. The best way to divide your time is as follows: **planning** – up to 15 minutes; **writing** – up to 40 minutes; **correction** – up to 5 minutes. Order your ideas so that you should start from a very general fact, give examples and provide illustrations, then draw conclusions.*

1. Fashion.
2. Bridges.
3. Eccentrics.
4. Intuition.
5. The ideals of democracy.
6. On giving and receiving presents.
7. A sense of humour.
8. Atomic energy.
9. Expectant fathers.
10. Watches and clocks.
11. Frontiers.
12. Cathedrals.
13. On being industrious.
14. Other people's worries.
15. Prejudice.
16. Corruption.
17. Old clothes.
18. On sand and shells.
19. The wisdom of the East.
20. Peace of mind.
21. Materialism.
22. Modesty.
23. Camouflage.
24. The gods.
25. Human nature.

A3. Examine carefully the plan below and then note its relation to the essay that follows. Does the essay follow the plan step by step? Try to conceive your own essays by building plans of this type first, then developing them.

*Title:* Tradition

*Type:* Abstract

*Interpretation:* Tradition changes slowly but surely.

<i>Ideas</i>	<i>Plan</i>
Accepting the new: a struggle. Lasting value? Re-evaluations: institutions and beliefs. War. Darwin. What is tradition? Ever-changing. Social revolution. Dramatic changes. Atomic energy. Slow assimilation. Harmony – music. Sensibility. City. Testing ground.	<i>Introduction.</i> 1. Word misunderstood: how? Tradition, a fixed thing: mistaken. Why? Changes occurring slowly <i>Development.</i> 2. Acceptance of the new: a struggle – testing ground for ideas. 3. Novelty attractive on surface: women's fashion. Re-evaluation of arts, politics, etc. Value? 4. Exception: for example, the atomic energy. Dramatic changes. Slow process. Example: social revolution. 5. How new ideas are accepted: half accepted by one generation; completely accepted by the next. Example: Darwin, music. 6. Like a city: always changing.

Because the word “tradition” is used loosely, it is frequently misunderstood. It is often associated with actions and beliefs which do not involve us personally; which persist for no better reason than that they are “traditional”. It is regarded as a fixed thing, rigidly hostile to change, to be defended against those who threaten to overthrow it. Nothing could be more mistaken. Tradition is not only made up of our important beliefs, but the great host of trivial daily habits and customs we acquire in the course of growing up. Nor is it inflexible. New ideas are continually being adapted to fit in with the old. The process is slow but sure. And when old ideas become so outmoded that they no longer serve their purpose, they are discarded.

The acceptance of new ideas always involves a struggle; people do not easily give up notions they hold dear. In this way, tradition protects itself, by providing a testing ground for the new and allowing only what is of some value to assert itself. Each time people like something new or are tempted to have a fresh experience, they think of the opinions of the older generations, are afraid of their disrespect, sometimes hide the results of their actions.

This is how tradition acts as a safeguard against the easy acceptance of new ideas which seem to be attractive on the surface. It is never possible for us to decide whether a new scheme will be of lasting value or not. What seemed to be startlingly new and exciting trends in the arts or in politics or in science after a few years can often be seen to have amounted to very little. The desire for novelty, which is of such importance in women's fashion or car design, sometimes affects our most important beliefs in the institutions. But fashion and design are meant to change quickly, while our values and beliefs are there to last. We are often urged by the press and in books to re-value or re-examine long established views which have taken centuries to form and to replace them by opinions

which have been formulated in a few hours or weeks. How many such re-evaluations, one wonders, will be remembered in a few years' time?

It is true that sometimes a discovery is made, which completely alters our outlook. Ideas which have been held for centuries can occasionally be swept away over night. In our own times, for instance, advances in nuclear physics have totally changed our traditional conception of warfare. The very word "war" has now taken on a new meaning, which was unknown as recently as 1944. Dramatic changes of this sort, however, are unusual. The big social revolutions we have witnessed in the 20<sup>th</sup> century still have a long way to go before reaching anything like perfection. So, even an idea which has been discovered in a second and which has changed the entire world in no time needs a long period to be accepted by everybody and to be taken to its last consequence.

Ideas which are half accepted by one generation are often completely accepted by the one that follows. Innovations are bitterly attacked by those who cannot conceive a new order and are judged by standards of the past. This is because people's sensibilities are confined to what they have always known and believed. What was new to one generation is easily assimilated by another because sensibility has widened enough to allow a notion that was once considered radical or extreme to establish itself. A good example is the publication of "The Origin of Species" in 1859. The prolonged and bitter controversy which Darwin's work provoked continues nowadays. But, whereas initially Darwin's arguments were hotly disputed, they have since become part of our cultural heritage. That is to say that they no longer shock our sensibilities. In the same way, modern music, for instance, does not strike us as discordant anymore, because it is not out of our formal conception of harmony. What were once new ideas have withstood the test tradition has imposed on them.

Our view of the past is forever changing. Tradition is like a great city which is growing all the time, which is expanding without limits. Old buildings are demolished and new ones replace them, but, passing through the city, we still recognise the places as familiar to our eyes, having something in common all the time. We do not feel that the city has grown strange to us, as the view always seems to remain the same.

*A4. Hints on writing philosophical essays. Read the following pieces of advice, comment whether they are useful, try to give examples:*

1. The most important thing is to establish the subject carefully and to make sure that your writing fits into it properly.
2. Make notes on what you are planning to include in your philosophical essay and work out a clear and logical plan.
3. Think about the register you should write in and about the means through which you can come close to it.
4. Write in clearly defined paragraphs. Each paragraph should represent a step forward in your thinking, but paragraphs should be connected to each other.
5. Always write only on one side of the paper, so that you can use the other one for comments and corrections.
6. Keep a checklist of your common mistakes and verify your composition. Make use of the dictionary, but do not become too reliant on it.
7. Get used to counting your words. You can do this by roughly counting words in several lines and finding your average line count, then multiplying by the number of lines on the page. You will soon be able to estimate how many words you have written just by looking at your work on the page. Anyhow, do not try to conceive the essay from one paragraph to another, by adding fragments because you have not reached the required number of words.
8. Try to be original, but do not strive to be shocking and new by all means. It is better just to express your qualified ideas on the topic in the most expressive manner possible.

9. Use quotations only when necessary and only within the framework of your own original ideas. It is more important to quote from philosophers, literary or social-political works than to extract fragments from critics. It is better to express ideas in your own words than to adopt the opinions and the style of others.
10. Your philosophical essay will be a good one only if it is a unity, that is if each part of it matches with the others and if, by taking out or adding a word or a sentence, it doesn't look like a whole anymore.

## B. The Plural of Nouns.

*B1. The plural of nouns is formed according to certain rules. Read them, think about their use and memorise them.*

**1). The general rule** – the plural of nouns is commonly built through adding **–s** to the singular form.

Examples: book – books, head – heads, eye – eyes, taxi – taxis

**2). The nouns ending in mute *e*, preceded by *c, g, s* or *z*, receive **–s** after the singular to form the plural, but the termination is pronounced **/iz/**.**

Examples: place – places, village – villages, house – houses, breeze – breezes

**3). The nouns ending in the letters *s, z, x, sh, ch* receive **–es** after the singular to form the plural.**

Examples: bus – buses, fox – foxes, buzz – buzzes, fish – fishes, match – matches

- There are certain nouns ending in ***ch*** pronounced **/k/** which build the plural according to the general rule not according to this norm: Czech – Czechs, patriarch – patriarchs, epoch – epochs

**4). The nouns ending in *y* form the plural in two ways, according to the sound which precedes it (a vowel or a consonant):**

- If the word in singular ends in **vowel + *y***, the plural will be formed in ***ys***.  
Examples: boy – boys, key – keys, day – days
- If the word in singular ends in **consonant + *y***, the plural will be formed in ***ies***.  
Examples: sky – skies, baby – babies, story – stories  
Exception: proper nouns and nouns derived from other parts of speech receive only ***s*** for the plural, even if they end in **consonant + *y***.  
Examples: the two Lucys, the two Henrys, stand-bys, whys
- *Observation*: the nouns ending in ***quy*** do not represent exceptions, as the letter ***u*** preceding the final ***y*** is a semivowel and acts like a consonant (colloquy – colloquies).

**5). The nouns ending in *f* and *fe* could enter one of the following categories:**

- Some nouns ending in ***f*** and ***fe*** receive ***s*** after the singular to form the plural.  
Examples: chief – chiefs, handkerchief – handkerchiefs, grief – griefs, dwarf – dwarfs, roof – roofs, proof – proofs, cliff – cliffs, safe – safes, strife – strifes
- Some other nouns ending in ***f*** and ***fe*** form the plural in ***ves*** **/vz/**.  
Examples: beef – beeves, leaf – leaves, thief – thieves, loaf – loaves, calf – calves, elf – elves, half – halves, self – selves, shelf – shelves, wolf – wolves, knife – knives, life – lives, wife – wives
- Some other nouns ending in ***f*** and ***fe*** have both possibilities to form plural.  
Examples: scarf – scarfs / scarves, staff – staffs / staves, hoof – hoofs / hooves  
Exception: the noun still-life (natură moartă) has the plural still-lives
- *Observation*: there is no rule for placing a noun in one of these categories.



**6). The nouns ending in *o* at the singular have the following possibilities to form the plural:**

- If *o* is preceded by a vowel, the plural is formed in *s*.  
Examples: embryo – embryos, bamboo – bamboos, cuckoo – cuckoos, kangaroo – kangaroos, portfolio – portfolios, radio – radios, scenario – scenarios, studio – studios, taboo – taboos
- If *o* is preceded by a consonant, the plural is formed in *es*, when the word entered the language a long time ago.  
Examples: cargo – cargoes, echo – echoes, fresco – frescoes, hero – heroes, mosquito – mosquitoes, negro – negroes, potato – potatoes, tomato – tomatoes, tornado – tornadoes, veto – vetoes, volcano – volcanoes
- If *o* is preceded by a consonant, the plural is formed in *s*, when the word has entered the language recently, being neologisms (usually scientific terms).  
Examples: alto – altos, canto – cantos, chromo – chromos, dynamo – dynamos, magneto – magnetos, octavo – octavos, photo – photos, piano – pianos, rondo – rondos
- Other neologisms ending in *o* have both plural forms, fact which proves that they have been assimilated into the English language.  
Examples: ghetto – ghettos / ghettoes; grotto – grottos / grottoes; halo – halos / haloes; lasso – lassos / lassoes; manifesto – manifestos / manifestoes; memento – mementos / mementoes; motto – mottos / mottoes; stiletto – stilettos / stilettoes; tobacco – tobaccos / tobaccoes; zero – zeros / zeroes.

**7). Irregular plurals.** There are several nouns which have irregular plurals:

man – men, woman – women, child – children, foot – feet, tooth – teeth, goose – geese, ox – oxen, mouse – mice, louse – lice, die – dice

**8). Plurals with the same form like the singulars:**

Some nouns have in the English language the same form for the singular and the plural.

- *Some animals*: bison, deer, reindeer.
- The nouns *counsel* and *forceps*.
- Some nouns ending in *ies*: *species*, *series*
- Some *measure units*: *foot*, *pound*, *stone*, *mile*
- *craft*, *aircraft*, *sea-craft*, *space-craft*

**9). The plural of the collective nouns**

The collective nouns have generally one form, the singular form, representing a plurality of identical objects seen as a unity (army, assembly, class, club, committee, crew, crowd, family, government, jury, public, mass, party, press, troop, flight, flock, herd, pack, poultry, school).

- These nouns are used with the verb in the singular when they denominate the group as a whole.  
Examples: The class was taken by a very able teacher.  
The committee consists of twelve people.
- The collective nouns are used with the verb in the plural when they refer to the members of a group doing distinctive things.  
Examples: Nearly all the class were given good marks.  
The committee have come to an understanding.

**10). Two plurals, one collective, one individual**

There are certain nouns with two plural forms: one is identical with the singular and has collective meaning, that is it refers to the totality of the objects it denominates; the other ends in *s* and is an individual plural denominating different objects or different kinds of objects.

Examples: *cannon* (tun) / *cannon* (artilerie, tunuri) / *cannons* (tunuri); *fruit* (fruct) / *fruit* (fructe) / *fruits* (fructe, roade); *shot* (glonț, ghiulea) / *shot* (gloanțe, ghiulele în totalitate) / *shots* (gloanțe, ghiulele considerate individual).

I am eating a fruit. Eat fresh fruit and keep fit. The fruit were ripe. Fruit is what I like best.

*Observations:*

- For the singular *folk* there are two plurals, *folk* and *folks*, with the same meaning (people, persons, family, relatives).
- The nouns *people* (popor, națiune) is a singular and has the regular plural *peoples* (popoare, națiuni); there is a collective noun with plural meaning, *the people* (poporul, cetățenii) and an individual noun which has only singular form, but both singular and plural meanings, *people* (om / oameni, persoană / persoane).

### 11). Plurals with different meanings than the respective singulars

Examples: *nylon* (nailon) / *nylons* (ciorapi de nailon); *rubber* (cauciuc) / *rubbers* (galoși); *sand* (nisip) / *sands* (dune); *tin* (tablă) / *tins* (conserva); *wood* (lemn) / *woods* (pădure); *ash* (scrum) / *ashes* (cenusă); *brace* (pereche) / *braces* (bretele); *content* (capacitate) / *contents* (conținut); *cost* (cost) / *costs* (cheltuieli); *ground* (sol) / *grounds* (zaț, sediment); *honour* (onoare) / *honours* (onoruri); *practice* (practică) / *practices* (mașinații); *respect* (respect) / *respects* (omagii); *work* (muncă) / *works* (mecanism).

### 12). The plural of the compound nouns

The compound noun is generally formed from a main noun and one or more secondary words which complete its meaning, which can be nouns or other parts of speech. The plural of these nouns can be formed in one of the following ways:

- adding *s* at the end of the main noun;  
Examples: class-fellows, godfathers, headaches, masterpieces, courts marshal, heirs general, letters patent, brides-to-be, fathers-in-law
- adding *s* at the end of the last word;  
Examples: die-hards, ready-mades, the five-per-cents, fifty-year-olds, new-borns, young marrieds, merry-go-rounds
- nouns ending in *ful* and *load* form plural in *s*;  
Examples: cupfuls of cocoa, armfuls of flowers, platefuls of food, trainloads of weekenders, truckloads of coal
- the compound nouns with the elements *man* and *woman* form the plural in *men* and *women*;  
Examples: congressmen, postmen, countrywomen, saleswomen, policemen
- when in the compound nouns there are a noun and an adjective included, we should transform the noun, not the adjective, into a plural.  
Examples: attorneys general, secretaries general, inspectors general, notaries public, poets laureate

### 13). The plural of proper nouns

The plural of the family names is built in *s* at the end of the singular word, with the observation that the words ending in *o* and *y* at the singular never receive *es*, but *s*.

Examples: the Browns, the Walshes, the Marinos, the Lelys

### 14). The plural of the abbreviations

The plural of the abbreviations is built according to the general rule of the plural, by adding an *s* to the singular.

Examples: GPs (General Practitioners), MPs (Members of Parliament), POs (Post Offices), MOs (Money Orders), GSOs (General Staff Officers), p.c.s (postcards), caps (capitals), hrs (hours), vols (volumes), amps (amperes), yds (yards), bros (brothers)

### 15). The plurals of other parts of speech

Other parts of speech that become nouns form the plural according to the general rule, by adding an *s* at the end of the word.

Examples: the eights, the fifteenths, the 60s, perhapses, buts, whys, ups, downs

*B2. Do the following exercises, paying attention to the forms and the use of the plural of nouns in various contexts:*

*a. Use the italicised nouns in the plural. Make the necessary changes in what concerns the nouns, the verbs and the pronouns:*

1. This *pencil* is not exactly what I need.
2. Bob's *horse* was sold about 3 weeks ago.
3. Do you find the *box* large enough?
4. The new teacher took them to *a museum*.
5. His *story* was really exciting.
6. This *play* can't have been written by Shakespeare.
7. She bought a *Venetian mirror* last year.
8. There is a blank *page* in this book.
9. That was the worst *match* in the history of the team.
10. A *monkey* is a funny creature.
11. May I have *a loaf* of white bread, please?
12. The new *handkerchief* must be in the top drawer.
13. Have you brought the *scenario* along?
14. There was no *mosquito* in the room.
15. Is this the only *city* you have visited?

*b. Fill in the blanks with the plural form of the italicised words, bearing in mind the rules of forming the plural for the collective nouns:*

1. The doctor says you should take one *spoonful* of this medicine and two ..... of the other.
2. I appreciate the responsibility of an *editor-in-chief*. Out of all the ..... Mr. Smith is the most industrious.
3. My friend's eldest *sister-in-law* is a student. The other ..... are still at school.
4. The delicate blue flower is a *forget-me-not*. If you go for a walk in the woods you can pick up a lot of .....
5. She asked a *passer-by* to show her the way to the railway station. Suddenly several ..... offered to accompany her there.

*B3. Choose the right form of the verb:*

1. a. The committee (consist, consists) of 12 members.  
b. The committee (has, have) come to a common point of view.
2. a. My friend's family (is, are) small.  
b. The family (was, were) asleep when we arrived.
3. a. The press (is, are) kindly requested to leave the conference hall.  
b. The press (is, are) always present on such occasions.

4. a. The audience (was, were) taking their seats.  
b. The audience (was, were) applauding enthusiastically.
5. a. The mob (has, have) been fighting among themselves for some time.  
b. The mob (is, are) a disorderly crowd.
6. a. The selection board (is, are) arguing about the costs of the books.  
b. The selection board (has, have) selected the best candidates.
7. a. The government (has, have) announced further wage rises.  
b. The government (stand, stands) firm in refusing to make concessions.
8. a. The new Cabinet (was, were) the result of the bargaining between parties.  
b. The new Cabinet (is, are) reluctant to look into it.
9. a. A flock of sheep (has, have) invaded my garden.  
b. Look out! Your flock (is, are) straying in all directions.
10. a. The army (has, have) seized power.  
b. The invading army (was, were) defeated.

*B4. Fill in the blanks with the corresponding collective nouns in the following sentences.*

1. Thirty pupils form a .....
2. A body of 12 persons in a court of justice form a .....
3. A gathering of people in the theatre hall form a .....
4. A number of persons who have come to a meeting form a .....
5. A body of persons united by political opinions, by their support of a common cause, form a .....
6. A number of cows form a .....
7. A number of thieves form a .....
8. A group of persons controlling a business or government department form a .....
9. A number of people in a public square form a .....
10. A group of wolves form a .....

**C.** In *Leviathan*, **Thomas Hobbes** has the aim of placing the political sciences on solid grounds. Starting from the nature of beings, rejecting the traditional representation (of Greek origin), according to which man is sociable by nature, the English philosopher demonstrates that the natural state of human beings, before uniting in a state, is war. The law derived from reason leads men to make peace and to associate, the political power of the state replacing barbarism and regulating the social dynamics. "For the laws of nature, as justice, equity, modesty, mercy, and, in sum, doing to others as we would be done to, of themselves, without the terror of some power to cause them to be observed, are contrary to our natural passions, that carry us to partiality, pride, revenge, and the like", the philosopher wrote.

*C1. Read, translate and comment upon the following text about the life and works of **Thomas Hobbes**, discussing the role of *Leviathan* in the history of political thinking:*

Thomas Hobbes narrated his own life in "*Vita carmine expressa*", written in Latin verses and published in 1672. He was born in 1588 in Malmesbury, his father being a priest. He proved to be very precocious in learning Greek and Latin. In 1603, he attended Magdalen Hall in Oxford, and the years of study at the university left him unpleasant memories and made him an enemy of scholastic philosophy. After obtaining the title of Baccalaureatus artium, he was employed as tutor of the son of William Cavendish, baron of Hardwick and later on count of Devonshire. The Cavendish family played an important role in the life of Thomas Hobbes, through the material support he received from them, which allowed him to study and to travel in the cultural centres of the era. The mission

of Hobbes in what concerns his student and friend was quite pleasant, as he had to accompany him in his journeys through Europe, so he came into contact with the works of Galilei, Descartes, Gassendi and other philosophers.

After the death of his student, Hobbes continued to travel for a while, conceiving the project of a universal philosophical system. As in the uncertain conditions of the era there was a need for convincing people about the necessity of law and order, he began by writing the third part of his system of thought, "*De Cive*", important work of social and political philosophy. During the Revolution, because of the agitated situation, Hobbes fled to Paris. During the refuge, he conceived "*Leviathan, or The Matter, Form and Power of A Common – Wealth Ecclesiastical and Civil*", which provoked an immense scandal in many religious and political groups. It constituted a philosophy of common sense, oriented towards practical purposes, in order to support the wealth and welfare of mankind. It denied the religious fundament of the Christian moral, stating a natural inclination of men towards war and the role of society as a mediator. Hobbes aimed at placing the political sciences on solid grounds, through establishing a state doctrine based on events and research of human nature. When he came back to London, Hobbes finally published the first part of his philosophical system, "*De corpore*", which was not better received; afterwards, in 1658, there appeared the second part, "*Elementorum Philosophiae sectio secunda de Homine*".

In 1675, Hobbes leaves London and retires to the property of his old friends, the Devonshire family, with which he spends the last days of his life. Although very old, he does not stop working, until his death in 1679, which ends a living of great intellectual confrontations and continuous struggle with people of his era.

Hobbes is, after Machiavelli, the author who initiates the secularisation of political thinking, in order to found the power of state on natural rather than transcendental principles. He lived in a period of social convulsions, political disorder and religious fight, in full battle between the Stuarts and the Tudors, between the king and the parliament, between Anglicans and Catholics. Writing "*Leviathan*", Hobbes wanted to make men escape from the tragic chaos of his natural state and to force him use reason in order to establish civil order. *Leviathan* is an artificial being, the state, the monster with many heads which can be turned into a good or a bad being: "Art goes yet further, imitating that rational and most excellent work of nature, man. for by art is created that great Leviathan called a Common wealth, or State (in Latin, Civitas), which is but an artificial man, though of greater statue and strength than the natural, for whose protection and defence it was intended".

C2. Read, translate and comment upon the following fragment from *Leviathan*, chapter *Of the Natural Condition of Mankind, as concerning their Felicity and Misery*. Do you agree with Hobbes' opinion about the natural state of men? Why?



Title page of  
Hobbes's *Leviathan*

Nature hath made men so equal in the faculties of body and mind as that, though there be found one man sometimes manifestly stronger in body or of quicker mind than another, yet when all is reckoned together the difference between man and man is not so considerable as that one man can thereupon claim to himself any benefit to which another may not pretend as well as he. For as to the strength of body, the weakest has strength enough to kill the strongest, either by secret machination or by confederacy with others that are in the same danger with himself.

And as to the faculties of the mind, setting aside the arts grounded upon words, and especially that skill of proceeding upon general and infallible rules, called science, which very few have and but in few things, as being not a native faculty born with us, nor attained, as prudence, while we look after somewhat else, I find yet a greater

equality amongst men than that of strength. For prudence is but experience, which equal time equally bestows on all men in those things they equally apply themselves unto? That which may perhaps make such equality incredible is but a vain conceit of one's own wisdom, which almost all men think they have in a greater degree than the vulgar; that is, than all men but themselves, and a few others, whom by fame, or for concurring with themselves, they approve. For such is the nature of men that howsoever they may acknowledge many others to be more witty, or more eloquent or more learned, yet they will hardly believe there be many so wise as themselves; for they see their own wit at hand, and other men's at a distance. But this proveth rather that men are in that point equal, than unequal. For there is not ordinarily a greater sign of the equal distribution of anything than that every man is contented with his share.

From this equality of ability ariseth equality of hope in the attaining of our ends. And therefore if any two men desire the same thing, which nevertheless they cannot both enjoy, they become enemies; and in the way to their end (which is principally their own conservation, and sometimes their delectation only) endeavour to destroy or subdue one another. And from hence it comes to pass that where an invader hath no more to fear than another man's single power, if one plant, sow, build, or possess a convenient seat, others may probably be expected to come prepared with forces united to dispossess and deprive him, not only of the fruit of his labour, but also of his life or liberty. And the invader again is in the like danger of another.

And from this diffidence of one another, there is no way for any man to secure himself so reasonable as anticipation; that is, by force, or wiles, to master the persons of all men he can so long till he see no other power great enough to endanger him: and this is no more than his own conservation requireth, and is generally allowed. Also, because there be some that, taking pleasure in contemplating their own power in the acts of conquest, which they pursue farther than their security requires, if others, that otherwise would be glad to be at ease within modest bounds, should not by invasion increase their power, they would not be able, long time, by standing only on their defence, to subsist. And by consequence, such augmentation of dominion over men being necessary to a man's conservation, it ought to be allowed him.

Again, men have no pleasure (but on the contrary a great deal of grief) in keeping company where there is no power able to over-awe them all. For every man looketh that his companion should value him at the same rate he sets upon himself, and upon all signs of contempt or undervaluing naturally endeavours, as far as he dares (which amongst them that have no common power to keep them in quiet is far enough to make them destroy each other), to extort a greater value from his contemners, by damage; and from others, by the example.

So that in the nature of man, we find three principal causes of quarrel. First, competition; secondly, diffidence; thirdly, glory.

The first maketh men invade for gain; the second, for safety; and the third, for reputation. The first use violence, to make themselves masters of other men's persons, wives, children, and cattle; the second, to defend them; the third, for trifles, as a word, a smile, a different opinion, and any other sign of undervalue, either direct in their persons or by reflection in their kindred, their friends, their nation, their profession, or their name.

Hereby it is manifest that during the time men live without a common power to keep them all in awe, they are in that condition which is called war; and such a war as is of every man against every man. For WAR consisteth not in battle only, or the act of fighting, but in a tract of time, wherein the will to contend by battle is sufficiently known: and therefore the notion of *time* is to be considered in the nature of war, as it is in the nature of weather. For as the nature of foul weather lieth not in a shower or two of rain, but in an inclination thereto of many days together: so the nature of war consisteth not in actual fighting, but in the known disposition thereto during all the time there is no assurance to the contrary. All other time is PEACE.

Whatsoever therefore is consequent to a time of war, where every man is enemy to every man, the same consequent to the time wherein men live without other security than what their own strength

and their own invention shall furnish them withal. In such condition there is no place for industry, because the fruit thereof is uncertain: and consequently no culture of the earth; no navigation, nor use of the commodities that may be imported by sea; no commodious building; no instruments of moving and removing such things as require much force; no knowledge of the face of the earth; no account of time; no arts; no letters; no society; and which is worst of all, continual fear, and danger of violent death; and the life of man, solitary, poor, nasty, brutish, and short.

*C3. Read, translate and comment upon the following fragment from **Leviathan**. Discuss the importance of the social contract in **Thomas Hobbes**' view.*

The RIGHT OF NATURE, which writers commonly call *jus naturale*, is the liberty each man hath to use his own power as he will himself for the preservation of his own nature; that is to say, of his own life; and consequently, of doing anything which, in his own judgement and reason, he shall conceive to be the aptest means thereunto.

By LIBERTY is understood, according to the proper signification of the word, the absence of external impediments; which impediments may oft take away part of a man's power to do what he would, but cannot hinder him from using the power left him according as his judgement and reason shall dictate to him.

A LAW OF NATURE, *lex naturalis*, is a precept, or general rule, found out by reason, by which a man is forbidden to do that which is destructive of his life, or taketh away the means of preserving the same, and to omit that by which he thinketh it may be best preserved. For though they that speak of this subject use to confound *jus* and *lex*, right and law, yet they ought to be distinguished, because right consisteth in liberty to do, or to forbear; whereas law determineth and bindeth to one of them: so that law and right differ as much as obligation and liberty, which in one and the same matter are inconsistent.

And because the condition of man [...] is a condition of war of every one against every one, in which case every one is governed by his own reason, and there is nothing he can make use of that may not be a help unto him in preserving his life against his enemies; it followeth that in such a condition every man has a right to every thing, even to one another's body. And therefore, as long as this natural right of every man to every thing endureth, there can be no security to any man, how strong or wise soever he be, of living out the time which nature ordinarily alloweth men to live. And consequently it is a precept, or general rule of reason: that *every man ought to endeavour peace, as far as he has hope of obtaining it; and when he cannot obtain it, that he may seek and use all helps and advantages of war*. The first branch of which rule containeth the first and fundamental law of nature, which is: to seek peace and follow it. The second, the sum of the right of nature, which is: by all means we can to defend ourselves.

From this fundamental law of nature, by which men are commanded to endeavour peace, is derived this second law: that a man be willing, when others are so too, as far forth as for peace and defence of himself he shall think it necessary, to lay down this right to all things; and be contented with so much liberty against other men as he would allow other men against himself. For as long as every man holdeth this right, of doing anything he liketh; so long are all men in the condition of war. But if other men will not lay down their right, as well as he, then there is no reason for anyone to divest himself of his: for that were to expose himself to prey, which no man is bound to, rather than to dispose himself to peace. This is that law of the gospel: *Whatsoever you require that others should do to you, that do ye to them*. And that law of all men, *quod tibi fieri non vis, alteri ne feceris*.

To lay down a man's right to anything is to divest himself of the liberty of hindering another of the benefit of his own right to the same. For he that renounceth or passeth away his right giveth not to any other man a right which he had not before, because there is nothing to which every man had not right by nature, but only standeth out of his way that he may enjoy his own original right without hindrance from him, not without hindrance from another. So that the effect which redoundeth to one

man by another man's defect of right is but so much diminution of impediments to the use of his own right original.

Right is laid aside, either by simply renouncing it, or by transferring it to another. By simply renouncing, when he cares not to whom the benefit thereof redoundeth. By transferring, when he intendeth the benefit thereof to some certain person or persons. And when a man hath in either manner abandoned or granted away his right, then is he said to be obliged, or bound, not to hinder those to whom such right is granted, or abandoned, from the benefit of it: and that he ought, and it is duty, not to make void that voluntary act of his own: and that such hindrance is injustice, and injury, as being *sine jure*; the right being before renounced or transferred. So that injury or injustice, in the controversies of the world, is somewhat like to that which in the disputations of scholars is called absurdity. For as it is there called an absurdity to contradict what one maintained in the beginning; so in the world it is called injustice, and injury voluntarily to undo that which from the beginning he had voluntarily done. The way by which a man either simply renounceth or transferreth his right is a declaration, or signification, by some voluntary and sufficient sign, or signs, that he doth so renounce or transfer, or hath so renounced or transferred the same, to him that accepteth it. And these signs are either words only, or actions only; or, as it happeneth most often, both words and actions. And the same are the bonds, by which men are bound and obliged: bonds that have their strength, not from their own nature (for nothing is more easily broken than a man's word), but from fear of some evil consequence upon the rupture.

Whensoever a man transferreth his right, or renounceth it, it is either in consideration of some right reciprocally transferred to himself, or for some other good he hopeth for thereby. For it is a voluntary act: and of the voluntary acts of every man, the object is some *good to himself*. And therefore there be some rights which no man can be understood by any words, or other signs, to have abandoned or transferred. As first a man cannot lay down the right of resisting them that assault him by force to take away his life, because he cannot be understood to aim thereby at any good to himself.

The same may be said of wounds, and chains, and imprisonment, both because there is no benefit consequent to such patience, as there is to the patience of suffering another to be wounded or imprisoned, as also because a man cannot tell when he seeth men proceed against him by violence whether they intend his death or not. And lastly the motive and end for which this renouncing and transferring of right is introduced is nothing else but the security of a man's person, in his life, and in the means of so preserving life as not to be weary of it. And therefore if a man by words, or other signs, seem to despoil himself of the end for which those signs were intended, he is not to be understood as if he meant it, or that it was his will, but that he was ignorant of how such words and actions were to be interpreted.

The mutual transferring of right is that which men call CONTRACT.

*C4. Write a philosophical essay comparing the three important works of social and political thinking: **Utopia** by **Thomas More**, **New Atlantis** by **Francis Bacon** and **Leviathan** of **Thomas Hobbes**. Explain what type of state, people and habits each author describes. Show the common points and the differences. Try to make a plan of the work, organised according to your principles and stating original ideas, then accomplish the comparison. Start from the following fragments about war:*

a. "The fate of the Romans, Carthaginians and Syrians, and many other nations and cities, which were both overturned and quite ruined by those standing armies, should make others wiser: and the folly of this maxim of the French appears plainly even from this, that their trained soldiers often find your raw men prove too hard for them; of which I will not say much, lest you may think I flatter the English. Every day's experience shows that the mechanics in the towns, or the clowns in the country, are not afraid of fighting with those idle gentlemen, if they are not disabled by some misfortune in their body, or dispirited by extreme want, so that you need not fear that those well-



shaped and strong men (for it is only such that noblemen love to keep about them, till they spoil them) who now grow feeble with ease, and are softened with their effeminate manner of life, would be less fit for action if they were well bred and well employed. And it seems very unreasonable that for the prospect of a war, which you need never have but when you please, you should maintain so many idle men, as will always disturb you in time of peace, which is ever to be more considered than war.” (*Thomas More, Utopia*)

b. “There reigned in this land, about 1,900 years ago, a King, whose memory of all others we most adore; not superstitiously, but as a divine instrument, though a mortal man: his name was Salomana; and we esteem him as the lawgiver of our nation. This King had a large heart, inscrutable for good; and was wholly bent to make his kingdom and people happy. He, therefore, taking into consideration how sufficient and substantive this land was, to maintain itself without any aid at all of the foreigner; being 5,000 miles in circuit, and of rare fertility of soil, in the greatest part thereof; and finding also the shipping of this country might be plentifully set on work, both by fishing and by transportations from port to port, and likewise by sailing unto some small islands that are not far from us, and are under the crown and laws of this State; and recalling into his memory the happy and flourishing estate wherein this land then was, so as it might be a thousand ways altered to the worse, but scarce any one way to the better; though nothing wanted to his noble and heroic intentions, but only (as far as human foresight might reach) to give perpetuity to that which was in his time so happily established, therefore among his other fundamental laws of this kingdom he did ordain the interdicts and prohibitions which we have touching entrance of strangers; which at that time (though it was after the calamity of America) was frequent; doubting novelties and commixture of manners.” (*Francis Bacon, New Atlantis*)

c. “As it is necessary for all men that seek peace to lay down certain rights of nature; that is to say, not to have liberty to do all they list, so is it necessary for man’s life to retain some: as right to govern their own bodies; enjoy air, water, motion, ways to go from place to place; and all things else without which a man cannot live, or not live well. If in this case, at the making of peace, men require for themselves that which they would not have to be granted to others, they do contrary to the precedent law that commandeth the acknowledgement of natural equality, and therefore also against the law of nature. The observers of this law are those we call modest, and the breakers arrogant men. The Greeks call the violation of this law *pleonexia*; that is, a desire of more than their share.” (*Thomas Hobbes, Leviathan*)

#### D. Vocabulary Practice. Words with Two or More Meanings.

D1. *There are many words in the English language which have two, three or even more meanings. If we clearly know the senses, we will enrich our vocabulary and understand the contexts of usage of the words.*

a) *Complete the sentences below with the following words:*

degree, initial, pound, coach, trip, common, surgery, very, suit, plot.

1. Sadly, beggars have become a ..... sight in many of our cities.
2. There were some ..... teething troubles when the no-smoking ban was first introduced, but most people have accepted it now.
3. Please come to the ..... to consult the doctor if at all possible. He only make house calls in cases of serious illness.
4. My heart began to ..... as I cowered behind the door, watching the handle turn slowly.

5. Laura had arranged to see the specialist on Monday. That ..... morning the letter arrived from the clinic, with her blood results.
6. In his spare time Bernard used to ..... the under-fourteen football team.
7. I suppose I shall have to wear a ..... and tie for the interview.
8. Be careful not to ..... over the children's toys in the hall.
9. I wish I'd bought a programme. Then I might have been able to follow the ..... Who died in Act 1?
10. On graduation day, Garry's parents turned up to see their son receive his .....

*b) The words used in point a) have more than one meaning. Match them with the definitions below.*

1. a long distance bus .....
2. unfenced land which anyone may use .....
3. operations on hospital patients .....
4. a British monetary unit .....
5. extremely .....
6. a short journey .....
7. to conspire against someone .....
8. the first letter of a name .....
9. to be appropriate for .....
10. a measurement of heat and angle .....

*D2. Think of a word that have both meanings mentioned below and write it down in the free space.*

1. a company ..... unyielding, strict
2. limbs ..... weapons
3. a written message ..... a part of the alphabet
4. a stick used in golf ..... a group of members who share an interest
5. magic words ..... to write a word correctly
6. a bird's mouth ..... this tells you what you have to pay
7. part of a tree ..... a large suitcase
8. used for smoothing metal or manicuring nails ..... a collection of papers under a name or heading
9. a living green thing ..... a factory
10. new ..... a book (fiction)
11. similar to ..... to enjoy
12. to reserve ..... pages bound together for reading

*D3. Match each of the following words with two of the definitions:*

stage, economy, ground, lap, experience, regard, race, beat, even, limp, log, hide, refuse.

1. a speed contest; 2. earth; 3. to look; 4. a nation/people; 5. describes a number divisible by two; 6. the skin of an animal; 7. a platform; 8. the finances of a country; 9. knees; 10. past work; 11. to work with difficulty; 12. rubbish; 13. a step; 14. an event that affects you; 15. to defeat; 16. soft, floppy; 17. firewood; 18. say no; 19. linking; 20. saving money; 21. milled into powder; 22. to hit; 23. to conceal; 24. a ship's diary; 25. a circuit; 26. level, regular.

*D4. Think of the multiple meanings of the following words and write them down:*

suit, trip, plot, initial, surgery, common, rubber, coach, very, diagram, arms, sole, trunk, race.

## IV. COMMUNITY AND AUTHORITY

### A. The Social and Political Essay.

The social and political essay is in many ways similar to a philosophical abstract one in that it is concerned almost entirely with *ideas*. But it differs in one important respect: as you are required to discuss a *particular* issue, one taken from the social or political field, you are not free to interpret the subject in any way you wish. An ability to reason and a capacity for arranging ideas in logical order are important requirements of this type of essay. In addition to this, you must draw largely on the information you receive from various sources: correct interpretation of data is far more important than originality or imagination.

*A1. Read the following texts about writing a social and political essay, comment upon them and give examples:*

*a. Aims.* Here are some of the chief things you will be expected to do when writing social and political essays:

1. To argue for or against a social or political position without necessarily attempting to persuade the reader to agree with you. Your purpose is simply to present a viewpoint.
2. To argue in such a way as to persuade the reader about the importance and the consequences of the issue you discuss and to persuade the reader to agree with you.
3. To attempt to solve a problem.
4. To discuss a problem without necessarily arriving to a solution.

*b. Defining an attitude.* Social and political topics cannot be interpreted in a wide variety of ways. The meaning of a subject is usually almost immediately clear. The difficulty here lies not in interpretation, but in deciding on the best way of tackling the subject. It is possible to argue for or against, or to give both viewpoints without committing yourself to one side or the other. It is also possible to be necessary to find out certain ways of escaping a dilemma or of solving a problem. Before attempting to make a plan, you must **define your attitude**, that is, you must decide on the way you intend to argue. You should not mix attitudes or pass from one attitude to another.

To understand what a good plan for the social-political essay looks like, you need to be clear on what it should enable you to do. Certainly that is to write out the full essay, but what are you trying to do in that? Whatever your topic, the same applies: the cleverest thing you can do is answer the question. Although many people believe this to be obvious, one of the most common faults with early essays is their failure to address and/or to answer the question about the social-political matter. An essay question asks you to do something(s) and so establishes a domain of relevance for your answer – to compare *and contrast*, *bring into debate of the public opinion*, *establish models or patterns*, *spell out why or how* and so forth. Some concepts, arguments and sources of evidence are relevant for answering it, many more are not. Analysing what the question means, and what material is relevant to answering it, is an important part of planning an essay's structure. Often, producing an unordered list of points and concrete situations that have come across in connection with terms in the essay title is precisely what people end up doing. Each step of your argument, or order of discussion, should be stated explicitly and clearly, and part of building your plan should involve articulating precisely what those steps are and why they are going to be located as they are in relation to the other parts of the essay.

c. **Subject matter.** The ability to write a good social and political essay depends not only on what you know but also on how well you can use what you know. A few facts which are used well can be far more effective than a great number which do not add anything significant to the essay. Facts should provide nothing more than the framework for ideas. The correct presentation of facts is as important as the facts themselves. When referring to facts, you should take great care to be accurate. Do not “invent” false facts to prove an idea. Do not make vague generalisations. It is equally important to avoid confusion between proven facts and mere opinions. First – *documentation*; then – *expressing your ideas objectively*.

d. **Treatment.**

- There are two main forms of constructing a social and political essay: *inductive* and *deductive*. *The inductive manner* is that which begins with a general statement and then produces facts to prove it. *The deductive way* infers one statement from another, beginning with a general idea and arriving to a particular one. Whichever way you choose to argue, you must ensure that your essay is balanced and that you deal with both facets of the story. This is especially important when you have a definite viewpoint of your own. As a general rule, you should begin by considering the other side of the case first. In this way, it is possible to anticipate probable objections to what you have to say.
- Each paragraph should contain a central idea and the sentences should be closely related to each other. Transitions between paragraphs will be smooth if you warn the reader that you are going to deal with another aspect of the issue. Your essay must be a well-organised whole.
- It is easy to understand the function of the *introduction*, *development* and *conclusion* if you think of such an essay in terms of a geometrical theorem. You begin with something to prove or to explain; you have a given amount of information or facts; using this, you go on to demonstrate a certain thing either by using facts or by using a number of general statements (*induction*) or by inferring one idea from another (*deduction*). In this way, you arrive at a final conclusion.
  - *the introduction* should be devoted to a close examination of the statement, clearly indicating to the reader the way in which you intend to define your attitude; it should not try to induce the reader an opinion, but only give certain hints about your way of approaching the subject;
  - *the development* should amplify your views, each paragraph grouping facts in order to support your view and adding something new and important; it can comprise critics to other opinions, quotations, various explanations;
  - *the conclusion* should re-state your initial premise, say if it was proved or not during the demonstration, and possibly give a satisfactory solution of the problem, or at least provide a better image regarding the subject.

e. **Style**

- **Devices.** The most important devices for the social and political essays are *illustration* and *contrast*. An abstract idea will always have to be illustrated through a definite example in this type of writing. On the other hand, if you are presenting both sides of a case, contrast is embodied in the very framework of this essay.
- Clear thinking and knowledge of your subject will enable you to write in a straightforward, readable style. If your ideas are muddled and undigested, this will be reflected in your writing: it will soon be apparent to the reader that you do not really know what you want to say.

**Remember to:**

1. Show both sides of the issue.
2. Use problematising phrases to mark those arguments that do not support your main premise to make them appear debatable or possibly untrue.
3. Clearly mark the place in the paragraph where you change from opposing arguments to supporting arguments with a “but-type” connective e.g. *however, on the other hand* etc.
4. Use listing connectives, such as *firstly, in addition, moreover, furthermore, finally*, to list all the arguments that support your main premise.
5. Draw a cold and clear conclusion, related to facts, not emotional.

*A2. Write essays of between 600-800 words on at least three of the subjects given below. Take special care to define the attitude for each topic and to carefully plan your writing. Do not spend more than one hour on each essay. The best way to divide your time is as follows: **planning** – up to 15 minutes; **writing** – up to 40 minutes; **re-reading and correction** – up to 5 minutes.*

1. Discuss the uses and abuses of strikes.
2. Is capital punishment defensible?
3. Discuss the importance of tourism as a source of income to your country.
4. “Democracy is a word which grumbles meaninglessly in empty bellies” (Ritchie Calder).
5. Consider the effectiveness of the United Nations Organisation as an instrument for maintaining peace.
6. Fascism and communism are more closely related than they would appear to be.
7. Is the idea of the “noble savage” simply a myth?
8. Which is the chance of survival of the modern family?
9. The features of the city of today.
10. In our efforts to control pests we are seriously altering the balance of nature.
11. Can you foresee any possible changes in the present balance of power within the next 50 years?
12. The role of the secret intelligence service in a country.
13. A truly successful marriage.
14. The importance of home environment in the formation of character.
15. Betting promoted by national lotteries.
16. Broadcasting should never be a monopoly.
17. Sports and violence.
18. The car is going to contribute to wrecking our civilisation.
19. Is it right that the main industries and services of a country should be controlled by the state?
20. Is a dictatorship ever justifiable?
21. Is a hereditary monarchy an anachronism today?
22. Equality of opportunity.
23. Problems deriving from the rapid growth of world population in the last hundred years.
24. Country life nowadays.
25. Effective exploitation of chief natural resources nowadays.
26. Poverty.
27. Developed and undeveloped countries.
28. Communication between people and social relationships.
29. Television as a social help/harm.
30. Raising children as the next generation.

A3. Examine carefully the plan below and note its relationships to the essay that follows. Use as many of the following expressions as you can in order to summarise the text:

It has been                      argued                      that .....

asserted

contended

maintained

claimed

proved

demonstrated

showed

declared

discussed

Subject: *Should fine old buildings of no real artistic or historic value be demolished to make room for modern constructions?*

<i>Ideas</i>	<i>Plan</i>
Modernisation. Re-development. Ugly villages. Real enemies. Land speculation. Functional blocks. Characterless cities. 18 <sup>th</sup> century. Packing cases. What is beautiful or ugly? National monuments. Progress.	<i>Introduction</i> 1. The sort of old building that is threatened. Beautiful and ugly. <i>Development</i> 2. Arguments of those out to demolish old buildings. 3. How the appearance of a city can be changed for worse. Lack of proportion. 4. Who are the real enemies of old buildings? 5. Charm of big cities: variety. Fine old buildings not replaced by equally fine modern ones. Functional blocks. Monotony. <i>Conclusion</i> 6. 18 <sup>th</sup> century: ruins. Irony today.

From time to time, a proposal to pull down a much loved old building to make room for a factory or a new block of flats raises a storm of angry protests. Buildings of national importance are relatively safe. Though even these are occasionally threatened, their reputation does protect them to some extent. It is the border-line cases that are always in danger: the dignified buildings of the past which may possess no real artistic or historic value, but which people have become sentimentally attached to. There is no point in calling such buildings “ugly”. A building with high ceilings and huge rooms may be less practical than the colourless block of offices that takes its place, but it often fits in well with its surroundings. It makes us dream, but, most of all, it makes us aware of our traditions and of our heritage received from our ancestors.

Those out to demolish old buildings often argue that a factory will bring prosperity to a town and provide employment for its people; a block of flats will improve living conditions; a new road will create better transport facilities. These arguments are true, but somehow unconvincing. Countless quiet country villages have been spoilt by the addition of modern improvements like huge traffic signs or tall concrete lamps which shed a sickly yellow light. They are ugly because they are so out of place.

Nothing can change the look of a town or city so dramatically as the sudden appearance of a block of offices which towers above all the surrounding buildings. Before the arrival of these, all the buildings in the city stood in special relationship to each other. The most imposing of them was probably a church or the town hall. These dominated the city and gave it a definite shape. Suddenly, out of nowhere, the new arrival dwarfs everything in site, and even the most graceful and imposing existing buildings may be diminished as to seem ridiculous beside this monster. All the other buildings seem unrelated to each other, useless.

It is seldom realised that very often the biggest enemies of old buildings are not town planners but ruthless individuals speculating in land. Their sole aim is either to have a building of offices functioning in a modern way or a quick return of profit. They are among the first to point out the necessity of "modernisation". Unfortunately, people are easily persuaded by fine sounding arguments. Each time the cry is raised, another old building is sacrificed in the name of "progress". Part of the charm of a big city lies in the variety of styles that can be seen in the architecture of its buildings. One feels that the city has grown slowly and each age has left its marks. By demolishing old buildings we wipe out vestiges of the past forever. Replacing the infinite variety we have monotonous uniformity. Rows of houses, each of them different and pleasing with their spacious gardens, are replaced by purely functional blocks of flats which have nothing more to commend them but their over-praised "modern conveniences". The trouble is that every time a fine old building is destroyed, it is not necessarily replaced by an equally fine modern one. If the demolition of buildings is uncontrolled, a fine city is in danger of becoming nothing more than a concrete jungle.

In the 18<sup>th</sup> century there was a time when ruins were deliberately erected to lend charm to the countryside. This is not a practice which even the most fanatical lover of old buildings would defend. Anyhow, it is curiously ironic that the time has now come when valuable remnants of the past are not only neglected, but also threatened with extinction.

*A4. Answer the following questions and discuss the following topics related to the text presented above. After having constructed your own plan for an essay and after having accomplished it, try to answer the same questions in relationship with your text.*

1. Would you say that the title is deliberately provocative?
2. Could you suggest a more suitable title?
3. What is the writer's aim in this essay (to present a viewpoint; to persuade; to solve a problem; to discuss a social issue)?
4. Discuss the relationship between the plan and the actual writing.
5. Comment on the writer's presentation of facts.
6. Are the examples and the illustrations good or bad?
7. Does the writer think about the reader's profile?
8. Find instances for inductive or deductive reasoning.
9. What is the writer's premise?
10. Discuss the function of the second paragraph.
11. Does each paragraph add something new to the argument?
12. Does the conclusion round off the essay in a satisfactory way?
13. Pick up illustrations which have been used by the writer to make abstract ideas clear.
14. Could you conceive a better closing paragraph?
15. Is the writing simple and clear? Comment on the style.

## B. Uncommon Forms of Plural.

*B1. In English there are many singulars without plural and many plurals without singular which are not similar with the ones in Romanian. Read the following theories, remember them and make use of them in your own writings.*

**a. Singulars without plural.** Some nouns in the English language have only singular, while, in Romanian, the corresponding nouns have both singular and plural.

Examples: advice, information, merchandise, progress, business (=afaceri), intelligence (= informații secrete), money, remorse, furniture, knowledge, nonsense, strength, income, luggage, hail, lightning, etc.

- Generally, **the abstract nouns, names of matters and names of natural products** (cereals, vegetables, fruits, etc.), sometimes even processed, have only singular and are uncountable.  
Examples: copper, cotton, nylon, sand, bread, meat, tobacco, barley, maize, rice, happiness, peace, tuition.
- These nouns are considered singular in English even if they are plural in Romanian.  
Examples:  
Her advice was always excellent – Sfaturile ei erau întotdeauna excelente.  
His knowledge of history is slight – Cunoștințele lui de istorie sunt slabe.  
His progress in English is satisfactory – Progresele lui la engleză sunt satisfăcătoare.  
Her strength was failing fast – Puterile o părșeau cu repeziciune.  
The nonsense that braggard talked was surprising – Era surprinzător câte prostii spunea acel lăudăros.
- Some of these nouns, having collective meaning, cannot give the idea of singular or plural and cannot receive the indefinite article **a** or **an**. That is why anytime we refer to one element of the whole, we use an additional word to give the idea of singular.  
Examples: un sfat – a piece of advice  
o mobilă – a piece/an article of furniture  
o pâine – a loaf of bread; o felie de pâine – a slice of bread  
un săpun – a bar/a cake of soap  
o ciocolată – a bar of chocolate  
un fulger – a flash of lightning  
un tunet – a crash of thunder  
o prostie – a piece of nonsense  
o informație – a piece/an item of information

**b. Plurals without singular.** In this category there are nouns which have only the form of plural (most of them finished in **-s**) without a corresponding singular with the same meaning.

These nouns enter the following groups:

- **parts of the body**  
Examples: bowels, entrails, loins, giblets, etc.
- **diseases and moods**  
Examples: measles, mumps, rheumatics, blues, dumps, fidgets, glooms, hysterics, etc.
- **clothing composed of more than two parts**  
Examples: braces, breeches, clothes, drawers, jeans, knickers, overalls, pants, shorts, tights, trousers, flannels, nylons, rubbers, tweeds, etc.



- **tools and instruments composed of more than two parts**  
Examples: binoculars, compasses, eyeglasses, nutcrackers, pincers, pliers, scales, scissors, spectacles, etc.
- **games**  
Examples: billiards, cards, dominoes, ninepins, etc.
- **sciences and matters of study**  
Examples: astrophysics, aesthetics, astronautics, cybernetics, diplomatics, dynamics, economics, electronics, ethics, gymnastics, linguistics, mathematics, mechanics, informatics, physics, etc.
- **geographical names**  
Examples: the Alps, the Carpathians, the Highlands, the Indies, the Netherlands, the United States of America
- **verbal nouns**  
Examples: doings, feelings, earnings, lodgings, proceedings, savings, settlements, shortcomings, surroundings, winnings, etc.
- **adjectives changed into nouns by adding – s**  
Examples: antics, betters, bitters, chemicals, comestibles, commons, drinkables, necessities, news, odds, perishables, riches, theatricals, valuables, etc.
- **abstract nouns**  
Examples: annals, auspices, contents, customs, damages, effects, manners, means, remains, summons, etc.
- **Observation:** The above mentioned nouns agree with the verb in the plural. Exceptions are *the names of games, the names of sciences and matters of study, two names of diseases (measles and mumps), the United States of America* when referring to the name of the nation and the noun *news*.

*B2. During the centuries, many foreign words entered the English language, which has assimilated them more or less, according to their age and use. There are certain foreign nouns, even among those which are assimilated, preserving the pattern of building the plurals from the language of origin. These “outsiders” are very useful, as they are words from the scientific, technical, medical, etc. fields, coming from Latin, Greek and European languages.*

#### **a. Plurals of Latin origin**

- sg. – **a**; pl. – **ae**: alga – algae; larva – larvae; libra – librae; persona – personae.
- sg. – **us**; pl. – **i**: alumnus – alumni; anthropophagus – anthropophagi; bacillus – bacilli; cumulus – cumuli; locus – loci; magus – magi; papyrus – papyri; radius – radii; stimulus – stimuli.
- sg. – **um**; pl. – **a**: addendum – addenda; bacterium – bacteria; erratum – errata; ovum – ova; palladium – palladia; quantum – quanta; simulacrum – simulacra; stratum – strata.
- different other examples: (magnum) opus – (magna) opera; codex – codices; vortex – vortices; helix – helices; matrix – matrices; custos – custodes.
- many words of Latin origin have received two plural forms, one of Latin origin, the other specific for English: antenna – antennae / antennas; arena – arenae / arenas; formula – formulae / formulas; lacuna – lacunae / lacunas; calculus – calculi / calculuses; focus – foci / focuses; fungus – fungi / funguses; nucleus – nuclei / nucleuses; syllabus – syllabi / syllabuses; terminus – termini / terminuses; aquarium – aquaria / aquariums; candelabrum – candelabra / candelabrum; curriculum – curricula / curriculums; gymnasium – gymnasia / gymnasiums; maximum – maxima / maximums; medium – media / mediums; memorandum – memoranda / memorandums; millennium – millennia / millenniums; minimum – minima / minimums; referendum – referenda / referendums; symposium – symposia / symposiums;

appendix – appendices / appendixes; executrix – executrices / executrices;  
index – indices / indexes; corpus – corpora / corpuses; genus – genera / genuses

### b. Plurals of Greek origin

- sg. – *is*; pl. – *es*: analysis – analyses; axis – axes; basis – bases; emphasis – emphases; hypothesis – hypotheses; synopsis – synopses; phenomenon – phenomena.
- many words of Greek origin have received two plural forms, one of Greek origin, the other specific for English: trauma – traumata / traumas; automaton – automata / automatons; criterion – criteria / criterions; iris – irides / irises; larynx – larynges / larynxes; octopus – octopi / octopuses.

### c. Plurals of French origin

- sg. – *(e)au*; pl. – *(e)aux*: bateau – bateaux; Monsieur (Mr.) – Messieurs (Messrs); Madam(e) – Mesdames, etc.
- many words of French origin have received two plural forms, one of French origin, the other specific for English: adieu – adieux / adieus; beau – beaux / beaus; bureau – bureaux / bureaux; plateau – plateaux / plateaus; portmanteau – portmanteaux / portmanteaus.

### d. Plurals of Italian origin

- sg. – *e* – *o*; pl. – *i*: gondoliere – gondolieri; condottiere – condottieri; bambino – bambini; palazzo – palazzi; autostrada – autostrade, etc.
- many words of Italian origin have received two plural forms, one of Italian origin, the other specific for English: banditto – baditti / bandits; ghetto – ghettos / ghettos; libretto – libretti / librettos; solo – soli / solos; soprano – soprani / sopranos.

### e. Foreign plurals assimilated into English

- sg. – *a*; pl. – *s*: area – areas; dilemma – dilemmas; diploma – diplomas; drama – dramas; encyclopedia – encyclopedias; era – eras; idea – ideas; opera – operas; peninsula – peninsulas; sofa – sofas; umbrella – umbrellas; villa – villas.
- sg. – *us*; pl. – *s*: bonus – bonuses; campus – campuses; chorus – choruses; circus – circuses; genius – geniuses; minus – minuses.

*B3. The English language knows two forms of plural with different meanings, as well as two plurals with the same form, but with different meanings. Read and keep in mind the following examples, then try to make sentences of your own with both forms of plural. Make a composition comprising as many of these nouns as possible. Give your composition the form of memories or of a description, following the rules of these types of essays.*

#### a. Two forms of plural with different meanings

Examples:

*brother* – brothers (frați), brethren (frați de cruce, confrăți); *cow* – cows, kine (literar); *die* – dies (matrițe), dice (zaruri); *genius* – geniuses (oameni de geniu), genii (spirite); *index* – indexes (indexuri în cărți), indices (indici, în matematică); *medium* – mediums (persoane cu calități de medium), media (mijloace); *penny* – pennies (monede de câte un penny), pence (valoarea în penny).

#### b. Two plurals with the same form, but with different meanings

Examples:

*colour* (culoare) – colours (culori), colours (drapel); *compass* (busolă) – compasses (busole), compasses (compas); *custom* (obicei) – customs (obiceiuri), customs (vamă); *damage* (avarie) – damages (avarii), damages (despăgubiri); *drawer* (sertar) – drawers (sertare), drawers (indispensabili); *effect* (efect) – effects (efecte), effects (bunuri mobile); *ground* (motiv) – grounds (motive), grounds (zaț); *manner* (mod) – manners (moduri), manners (maniere, purtare); *minute*

(minut) – minutes (minute), minutes (proces verbal); *premise* (premisă) – premises (premise), premises (incintă); *receipt* (chitanță) – receipts (chitențe), receipts (încasări); *return* (înapoiere) – returns (sosiri), returns (venituri); *scrap* (bucătică) – scraps (bucăți), scraps (deșeuri); *spectacle* (spectacol) – spectacles (spectacole), spectacles (ochelari); *term* (perioadă) – terms (perioade), terms (relații, condiții).

*B4. Do the following exercises:*

*a. Choose the singular or plural form:*

1. colour      a) I simply hate this .....  
b) You must stand still when the country's ..... is being raised.  
c) My favourite ..... are blue and beige.
2. custom      a) You have to declare everything at the .....  
b) She was privileged to get acquainted with this ..... of the Burundians.  
c) Hand shaking is one of the most frequent ..... in Europe.
3. damage      a) I'll have to pay for the .....  
b) In case of fire the insurance company will pay the .....
4. ground      a) You must have solid ..... if you want to ask for a divorce.  
b) What was the ..... of this quarrel?  
c) Children have taken good care of their sports .....
5. minute      a) How many ..... does it take to get to the office?  
b) We wanted him to read the ..... of the previous meeting.  
c) Wait a .....!
6. pain          a) She feels no ..... now.  
b) What do you recommend for stomach .....?  
c) You do take great ..... with your work.
7. scale          a) My neighbour has been practising ..... for hours.  
b) Did you know he could play with a fish .....?  
c) One ..... of this species of fish are phosphorescent.  
d) On the top of the Courthouse one can notice a sculptured ..... of Justice.
8. term          a) When does ..... end?  
b) Are you on good .....?  
c) What are the ..... of the treaty?
9. spectacle      a) It was a terrifying .....  
b) Why not wear .....?
10. spirit          a) That's the right .....  
b) How can you believe in .....?  
c) Is there no ..... in your lighter?

*b. Supply the plural of the following nouns:*

bacillus, addendum, series, datum, analysis, crisis, parenthesis, synthesis, thesis, schema, stimulus, criterion, basis, hypothesis, phenomenon.

*c. Write the singular of the following nouns:*

allies, alleys, taxes, taxis, toes, potatoes, pies, eyes, skies, skis, valves, buzzes.

d. *Translate into English:*

1. O jumătate are două pătrimi.
2. Dă o fugă până la mașină și adu țigările.
3. Acuzații părăsiră camera fără un cuvânt.
4. Și-au folosit economiile ca să-și cumpere mobilă nouă.
5. Copiii mergeau doi câte doi.
6. Ne-a expus toate argumentele pro și contra acestei idei.
7. Împrejurimile erau atât de încântătoare încât prețul nu mai conta.
8. Mărfurile au fost livrate la timp.
9. Întotdeauna discuția pornește de la antici.
10. Un astfel de tablou costă o avere.
11. Nu poți întotdeauna să eviți aspectele dezagreabile din viață.
12. Ar trebui să-i apărăm pe cei slabi și pe cei bolnavi.
13. Statisticile au constatat că femeile care șofează sunt mai atente și produc mai puține accidente.
14. La vârsta de șapte ani dinții de lapte ai unui copil sunt înlocuiți cu alți dinți pe care-i va păstra până la bătrânețe.
15. Câinele se sprijini cu labele din față pe fotoliu și își privi stăpânul ca și cum i-ar fi înțeles gândurile.
16. Spre amuzamentul celor care priveau, cele două maimuțe începură să arunce cu banane în ei.
17. Aveau de efectuat săpături și măsurători pentru a marca șanțurile, șoselele și aleile noului cartier.
18. Sunt un pasionat al curselor, așa că merg atât la cursele de cai cât și la cele de automobile.
19. În acest muzeu sunt expuse câteva capodopere ale școlilor de pictură italiene.
20. Cunoștințele lui de fonetică și lingvistică generală sunt remarcabile.
21. Deputatului i-au fost puse întrebări în legătură cu politica locală.
22. De când și-a scos amigdalele nu se mai îmbolnăvește atât de des.
23. Mi-am spălat salopeta, deși nu era prea murdară.
24. Conținutul acestor scrisori a rămas un mister.
25. De ce nu consulți tabla de materii de la sfârșitul cărții?

Tincuța rămăsese la Comănești, ca de obicei, până după masă. Pe la zece ceasuri, fetele și Mihai porniră s-o însoțească. Ele stau câteștrele în fundul trăsorei, îndesându-se una într-alta și râzând. Mihai luase locul vizitiului, pe când acesta sta lângă el pe capră.

Drumul era scurt, de vreo jumătate de ceas, dar plin de hopuri și de șanțuri, fiind croit de amândouă familiile prin marginea arăturii ca să fie mai de-a dreptul. De îndată ce ieșiră din sat, trăsura începu să umble ca o corabie. Fetele, aruncate când într-un colț, când într-altul, se prăpădeau de râs, și numai câteodată, când hopul era mai nemilostiv, se auzea câte un glas plângător:

- Mihai! Lasă mai încet.

*(Viața la țară by Duiliu Zamfirescu)*

C. If Thomas Hobbes left considerations about the first revolution in England, the theorist of the second revolution, that of 1688, was **John Locke**, one of the most important British philosophers of all times. He rejected the principles of absolutist monarchy, as well as the doctrine of Hobbes, and based his system of thinking on the idea of natural equality between human beings. If the obsession of Hobbes was that of founding an absolute authority, which should eliminate any risk of anarchy, even if he sacrificed liberty, Locke suggested to constrain authority, to limit it through the consent of the people, of the masses, in order to avoid any risk of arbitrary decisions and despotism. This view made him deny the conception of the divine right, which allowed kings to make abuses and to punish any attempt of revolt.

C1. Read, translate and comment upon the following text about the life and works of **John Locke**. Discuss the links between the theoretical and the political ideas.



John Locke

**John Locke** was born in Wrington in 1632, six years after the death of Bacon and three months before the birth of Spinoza. He spent his childhood at the countryside, near Bristol, being raised by his father, a lawyer, an intelligent puritan with liberal political convictions, who exercised an important influence over the life of his son, through his character and his system of education. He imposed a strict discipline during childhood, which diminished afterwards, so they passed from relationships based on authority and power to ones of friendship.

At the age of fourteen, John Locke entered the college of Westminster. The six years spent there were important in his intellectual formation, but left him the aversion for the pedagogical practices of his times. He moved to Oxford in 1652, to continue his classical studies, and, as he had found there a much more tolerant atmosphere, he remained to teach there. Reading Bacon he is more and more attracted by natural

sciences, especially by medicine. He is also influenced by the ideas of his good friend Robert Boyle. Locke becomes first the doctor and then the counsellor of lord Ashley, the future count of Shaftesbury, minister of Charles II, one of the leaders of the **Whigs**. He will exchange ideas with his protector, as the Whigs opposed to extending the prerogatives of the king, while the Tories, their adversaries, were partisans of letting the government act without consulting the people. Between 1672 and 1680, the political atmosphere of England was marked by real or alleged plots, attributed to the Whigs, to the Protestants, to the Pope or to the king of France. Accused of conspiracy, Shaftesbury had to exile to Holland, where Locke followed him. The five years he spent there were decisive for the accomplishment of his political thought.

He returned to England only after William of Orange, passionate Protestant, liberal, agreeing to give real powers to the parliament, came on the throne. Locke returned with two writings in his luggage, "*Essay on the Human Understanding*" and "*Concerning Civil Government, Second Essay: An Essay Concerning the True Original Extent and End of Civil Government*". This way of thinking starting from historical and political experience characterises his entire empiricist conception.

The major work of John Locke, "*Essay on the Human Understanding*" (1690), approached the issue of human spirit from a structural and genetic point of view. The philosopher tries to demonstrate the absence of innate theoretical or practical ideas, proved through the behaviour of wild people, children and uneducated. All ideas come from experience, including the idea of God and the principles of identity and non-contradiction: there is no intellect without its foundation on senses. He uses a methodology of demonstration from simple to complex. At first, the spirit is empty, unwritten, but, step by step, external experience (sensation) and inner experience (reflection) introduce in it ideas about the objects and, respectively, about the operations of the soul. Thus, all knowledge is taken from simple ideas derived from sensations, which represent reality more or less adequate, which have more or less representative value. Only God could have an entirely rational science, which gives certitudes, but man has a certain power of reflection, a kind of inner experience of comparing simple ideas and judging them. So natural sciences discuss probabilities. The situation is different in the field of moral sciences, as produced by our own intellect, ideas of this type are their own archetypes. They do not represent copies of the things outside, but they express conventions agreed by most of the people. Thus, social sciences are entirely rational, based on the power of setting up of the human intellect. Locke found aid in certain arguments, for example the argument from general assent, the argument from capacity, the argument from general and universal principles.

In *“Concerning Civil Government”*, Locke started from the general idea that in order to understand political power correctly, we must consider that all men are “naturally in”, which means a state of perfect freedom to order their actions and dispose of their possessions, without asking for leave or depending upon the will of any other man. Parting from “the equality of men by Nature”, Locke refers to a state of equality, where the power and the jurisdiction are reciprocal, no one having more than another, without subordination and subjection. Like Hobbes, Locke begins his political studies from the natural state and the contract which initiates the political society and the civil government, the commonwealth, but he does not see in the natural state a relative peace, regulated by reason. It is liberty in full, and equality between people does not lead to war. As natural reason teaches every man, if he wants to listen, no human being should prejudice the life, health, liberty and goods of other people. This is a natural law. If the individual principle is that of preserving your own person, the collective principle is that of preserving the species, according to the genuine desire of man to protect the weak ones and to punish those who suppress others. But the private character of such justice, in which human beings are altogether judged and condemned, and the use of money, which makes man accumulate over the limits of his needs, impose the delegation of authority to a governing force able to safeguard equality and liberty. This is based upon consent, as people have renounced to punish the ones who do not follow the social rules themselves, accepting the judgement of an independent and superior power, having the aim of complying with the law. Civil society is characterised through such a delegation of authority to certain bodies, which should act on behalf of the people, for the people, not on behalf of a small privileged group, against the community.

*C2. Read, translate and comment on the following fragment from **Concerning Civil Government, Second Essay: An Essay Concerning the True Original Extent and End of Civil Government** by John Locke, the chapter **Of the State of Nature**. Discuss the functioning of the justice system within the natural society. Try to explain in your own words what political power means for this author. Write an essay about the importance of laws and authorities and the ways in which people respect and follow them.*

To understand political power right and derive it from its original, we must consider what state all men are naturally in, and that is, a state of perfect freedom to order their actions and dispose of their possessions and persons as they think fit, within the bounds of the law of nature, without asking leave, or depending upon the will of any other man. A state also of equality, wherein all the power and jurisdiction is reciprocal, no one having more than another; there being nothing more evident than that creatures of the same species and rank, promiscuously born to all the same advantages of nature and the use of the same faculties should also be equal one amongst another without subordination or subjection, unless the lord and master of them all should, by any manifest declaration of his will, set one above another, and confer on him, by an evident and clear appointment, an undoubted right to dominion and sovereignty.

This equality of men by nature, the judicious Hooker looks upon as so evident in itself, and beyond all question, that he makes it the foundation of that obligation to mutual love amongst men, on which he builds the duties they owe one another, and from whence he derives the great maxims of justice and charity. His words are, “The like natural inducement hath brought men to know that it is no less their duty to love others than themselves; for seeing those things which are equal, must needs all have one measure; if I cannot but wish to receive good, even as much at every man’s hands, as any man can wish unto his own soul, how should I look to have any part of my desire herein satisfied, unless myself be careful to satisfy the like desire, which is undoubtedly in other men, being of one and the same nature? To have any thing offered them repugnant to this desire, must needs in all respects grieve them as much as me; so that if I do harm, I must look to suffer, there being no reason that others should shew greater measure of love to me than they have by me

shewed unto them: my desire therefore to be loved of my equals in nature as much as possible may be imposeth upon me a natural duty of bearing to them-ward fully the like affection; from which relation of equality between ourselves and them that are as ourselves, what several rules and canons natural reason hath drawn, for direction of life, no man is ignorant", Eccl. Pol. Lib. 1.

But though this be a state of liberty, yet it is not a state of licence: though man in that state have an uncontrollable liberty to dispose of his person or possessions, yet he has not liberty to destroy himself, or so much as any creature in his possession, but where some nobler use than its bare preservation calls for it. The state of nature has a law of nature to govern it, which obliges every one; and reason, which is that law, teaches all mankind, who will but consult it, that being all equal and independent no one ought to harm another in his life, health, liberty, or possessions; for men being all the workmanship of one omnipotent and infinitely wise maker, all the servants of one sovereign master sent into the world by his order and about his business, they are his property, whose workmanship they are, made to last during his, not one another's pleasure; and being furnished with like faculties, sharing all in one community of nature, there cannot be supposed any such subordination among us that may authorise us to destroy one another, as if we were made for one another's uses, as the inferior ranks of creatures are for our's. Every one, as he is bound to preserve himself, and not to quit his station wilfully, so by the like reason, when his own preservation comes not in competition, ought he, as much as he can, to preserve the rest of mankind, and may not, unless it be to do justice on an offender, take away or impair the life or what tends to the preservation of the life, the liberty, health, limb or goods of another.

And that all men may be restrained from invading others rights, and from doing hurt to one another, and the law of nature be observed, which willeth the peace and preservation of all mankind, the execution of the law of nature is, in that state, put into every man's hands, whereby every one has a right to punish the transgressors of that law to such a degree as may hinder its violation: for the law of nature would as all other laws that concern men in this world be in vain, if there were no body that in the state of nature had a power to execute that law, and thereby preserve the innocent and restrain offenders. And if any one in the state of nature may punish another for any evil he has done, every one may do so: for in that state of perfect equality, where naturally there is no superiority or jurisdiction of one over another, what any may do in prosecution of that law, every one must needs have a right to do.

And thus, in the state of nature, one man comes by a power over another; but yet no absolute or arbitrary power, to use a criminal, when he has got him in his hands, according to the passionate heats or boundless extravagancy of his own will; but only to retribute to him, so far as calm reason and conscience dictate, what is proportionate to his transgression, which is so much as may serve for reparation and restraint: for these two are the only reasons, why one man may lawfully do harm to another, which is that we call punishment. In transgressing the law of nature, the offender declares himself to live by another rule than that of reason and common equity, which is that measure God has set to the actions of men, for their mutual security; and so, he becomes dangerous to mankind, the tie, which is to secure them from injury and violence, being slighted and broken by him. Which being a trespass against the whole species, and the peace and safety of it, provided for by the law of nature, every man upon this score, by the right he hath to preserve mankind in general, may restrain, or where it is necessary, destroy things noxious to them, and so may bring such evil on any one, who hath transgressed that law, as may make him repent the doing of it, and thereby deter him, and by his example others, from doing the like mischief. And in the case, and upon this ground, every man hath a right to punish the offender, and be executioner of the law of nature.

*C3. Read, translate and comment upon the following text from **Concerning Civil Government, Second Essay: An Essay Concerning the True Original Extent and End of Civil Government** by John Locke, the chapter **Of Political or Civil Society**. Compare the natural way of acquiring justice with the civilised one. Mention the role of the kings in society. Think of the consequences of*

*such theories for our society. Accomplish an essay of your own about the role of man as an individual standing by itself/in society.*

Man being born, as has been proved, with a title to perfect freedom and an uncontrolled enjoyment of all the rights and privileges of the law of nature, equally with any other man or number of men in the world hath by nature a power, not only to preserve his property, that is, his life, liberty and estate, against the injuries and attempts of other men, but to judge of and punish the breaches of that law in others, as he is persuaded the offence deserves, even with death itself, in crimes where the heinousness of the fact, in his opinion, requires it. But because no political society can be, nor subsist, without having in itself the power to preserve the property, and in order thereunto, punish the offences of all those of that society, there, and there only is political society, where every one of the members hath quitted this natural power, resigned it up into the hands of the community in all cases that exclude him not from appealing for protection to the law established by it. And thus all private judgement of every particular member being excluded, the community comes to be umpire, by settled standing rules, indifferent, and the same to all parties; and by men having authority from the community, for the execution of those rules, decides all the differences that may happen between any members of that society concerning any matter of right and punishes those offences which any member hath committed against the society, with such penalties as the law has established: whereby it is easy to discern who are and who are not in political society together. Those who are united into one body, and have a common established law and judicature to appeal to, with authority to decide controversies between them, and punish offenders, are in civil society one with another: but those who have no such common appeal, I mean on earth, are still in the state of nature, each being, where there is no other, judge for himself, and executioner; which is, as I have before shewed it, the perfect state of nature.

And thus the common-wealth comes by a power to set down what punishment shall belong to the several transgressions which they think worthy of it, committed amongst the members of that society, (which is the power of making laws) as well as it has the power to punish any injury done unto any of its members, by any one that is not of it, (which is the power of war and peace;) and all this for the preservation of the property of all the members of that society, as far as is possible. But though every man who has entered into civil society, and is become a member of any commonwealth, has thereby quitted his power to punish offences, against the law of nature, in prosecution of his own private judgement, yet with the judgement of offences, which he has given up to the legislative in all cases, where he can appeal to the magistrate, he has given a right to the common-wealth to employ his force, for the execution of the judgements of the common-wealth, whenever he shall be called to it; which indeed are his own judgements, they being made by himself, or his representative. And herein we have the original of the legislative and executive power of civil society, which is to judge by standing laws, how far offences are to be punished, when committed within the common-wealth; and also to determine, by occasional judgements founded on the present circumstances of the fact, how far injuries from without are to be vindicated; and in both these to employ all the force of all the members, when there shall be need.

Wherever therefore any number of men are so united into one society, as to quit every one his executive power of the law of nature, and to resign it to the public, there and there only is a political or civil society. And this is done, wherever any number of men, in the state of nature, enter into society to make one people, one body politic, under one supreme government; or else when any one joins himself to, and incorporates with any government already made: for hereby he authorises the society, or which is all one, the legislative thereof, to make laws for him, as the public good of the society shall require; to the execution whereof, his own assistance (as to his own decrees) is due. And this puts men out of a state of nature into that of a common-wealth, by setting up a judge on earth, with authority to determine all the controversies, and redress the injuries that may happen to any member of the commonwealth; which judge is the legislative or magistrates appointed by it.



And wherever there are any number of men, however associated, that have no such decisive power to appeal to, there they are still in the state of nature.

Hence it is evident that absolute monarchy, which by some men is counted the only government in the world, is indeed inconsistent with civil society, and so can be no form of civil-government at all: for the end of civil society, being to avoid, and remedy those inconveniencies of the state of nature, which necessarily follow from every man's being judge in his own case, by setting up a known authority, to which every one of that society may appeal upon any injury received, or controversy that may arise, and which every one of the society ought to obey; wherever any persons are, who have not such an authority to appeal to, for the decision of any difference between them, there those persons are still in the state of nature; and so is every absolute prince, in respect of those who are under his dominion.

*C4. Read, translate and comment upon the following fragment from **A Letter Concerning Toleration** (1689), creed of **John Locke** regarding religious liberty. Discuss the main issues the author approached and the importance of these subjects in modern times. Compare his ideas with 20<sup>th</sup> century ideologies.*

Since you are pleased to inquire what are my thoughts about the mutual toleration of Christians in their different professions of religion, I must needs answer you freely that I esteem that toleration to be the chief characteristic mark of the true Church. For whatsoever some people boast of the antiquity of places and names, or of the pomp of their outward worship; others, of the reformation of their discipline; all, of the orthodoxy of their faith – for everyone is orthodox to himself – these things, and all others of this nature, are much rather marks of men striving for power and empire over one another than of the Church of Christ. Let anyone have never so true a claim to all these things, yet if he be destitute of charity, meekness, and good-will in general towards all mankind, even to those that are not Christians, he is certainly yet short of being a true Christian himself. “The kings of the Gentiles exercise leadership over them,” said our Saviour to his disciples, “but ye shall not be so.” The business of true religion is quite another thing. It is not instituted in order to the erecting of an external pomp, nor to the obtaining of ecclesiastical dominion, nor to the exercising of compulsive force, but to the regulating of men's lives, according to the rules of virtue and piety. Whosoever will list himself under the banner of Christ, must, in the first place and above all things, make war upon his own lusts and vices. It is in vain for any man to usurp the name of Christian, without holiness of life, purity of manners, benignity and meekness of spirit. “Let everyone that nameth the name of Christ, depart from iniquity.” “Thou, when thou art converted, strengthen thy brethren,” said our Lord to Peter. It would, indeed, be very hard for one that appears careless about his own salvation to persuade me that he were extremely concerned for mine. For it is impossible that those should sincerely and heartily apply themselves to make other people Christians, who have not really embraced the Christian religion in their own hearts. If the Gospel and the apostles may be credited, no man can be a Christian without charity and without that faith which works, not by force, but by love. Now, I appeal to the consciences of those that persecute, torment, destroy, and kill other men upon pretence of religion, whether they do it out of friendship and kindness towards them or no? And I shall then indeed, and not until then, believe they do so, when I shall see those fiery zealots correcting, in the same manner, their friends and familiar acquaintance for the manifest sins they commit against the precepts of the Gospel; when I shall see them persecute with fire and sword the members of their own communion that are tainted with enormous vices and without amendment are in danger of eternal perdition; and when I shall see them thus express their love and desire of the salvation of their souls by the infliction of torments and exercise of all manner of cruelties. For if it be out of a principle of charity, as they pretend, and love to men's souls that they deprive them of their estates, maim them with corporal punishments, starve and torment them in noisome prisons, and in the end even take away their lives – I say, if all this be done merely to make

men Christians and procure their salvation, why then do they suffer whoredom, fraud, malice, and such-like enormities, which (according to the apostle) manifestly relish of heathenish corruption, to predominate so much and abound amongst their flocks and people? These, and such-like things, are certainly more contrary to the glory of God, to the purity of the Church, and to the salvation of souls, than any conscientious dissent from ecclesiastical decisions, or separation from public worship, whilst accompanied with innocence of life. Why, then, does this burning zeal for God, for the Church, and for the salvation of souls – burning I say, literally, with fire and faggot – pass by those moral vices and wickednesses, without any chastisement, which are acknowledged by all men to be diametrically opposite to the profession of Christianity, and bend all its nerves either to the introducing of ceremonies, or to the establishment of opinions, which for the most part are about nice and intricate matters, that exceed the capacity of ordinary understandings? Which of the parties contending about these things is in the right, which of them is guilty of schism or heresy, whether those that domineer or those that suffer, will then at last be manifest when the causes of their separation comes to be judged of He, certainly, that follows Christ, embraces His doctrine, and bears His yoke, though he forsake both father and mother, separate from the public assemblies and ceremonies of his country, or whomsoever or whatsoever else he relinquishes, will not then be judged a heretic.

#### D. Vocabulary Practice. Confusing Words.

D1. *There are in the English language words which have very little differences in writing but have completely different meanings. Choose the correct word from the pair in brackets to complete each sentence below.*

1. I think we could improve this dish with a ..... use of seasoning. (judicious/judicial)
2. Sharon, who's seven, ..... bickers with her little sister Ann. They are always fighting! (continually/continuously)
3. Mrs. Hodge was sent to ..... for shoplifting, as it was her third offence. (goal/gaol)
4. It was very ..... of Trevor to refuse to co-operate with us (childish/childlike)
5. By improving the interview process, we are hoping to achieve more ..... treatment of immigrants into this country. (humane/human)
6. Did you notice the ..... your remarks had on Gregory? He was quite shocked! (effect/affect)
7. Many businesses have suffered as a result of the world-wide recession. (economic/economical).
8. The examiner decided he could not mark the paper, as the candidate's handwriting was ..... (eligible/illegible)
9. What would you ..... me to do in my situation? (advice/advise)
10. That new hairstyle seems to ..... you, it looks just right on you. (suit/suite)

D2. *If the word in italic in the sentences below is correct, put a tick. If not, write the correct word. Make your own sentences with these phrases.*

1. Stephen has always preferred *classic* music. He never listens to any other type of music, because he couldn't stand it.
2. My neighbour is a very *practicable* man, always repairing something. I wish my brother resembled him!
3. Can you believe it? The bus was *stationery* for twenty minutes, while we all sat there.
4. Tim and Michael went to India and Pakistan *respectfully*.
5. The President's New Year *banquet* is one of the capital's most important social gatherings.
6. *Loathe* though I am to criticise, I must say I thought the bread was stale.
7. It was extremely official of the policeman to demand to see our passports, and *quite* unnecessary.

8. I believed everything he told me. But then my friends told that I was always far too *credible*.
9. From what you are saying I imply that you are not satisfied with your *current* job.
10. Clara is attending an *intensive* secretarial course.

*D3. A homophone is a word which has exactly the same pronunciation as another word, although the spelling and meaning are different. Write the homophone for each of the following words. Make your own sentences with these phrases.*

1. two; 2. eye; 3. guest; 4. waste; 5. male; 6. way; 7. wear; 8. war; 9. here; 10. pair; 11. wait; 12. steel; 13. bored; 14. seize; 15. principal; 16. caught; 17. hole; 18. sale; 19. meet; 20. you; 21. past; 22. blue; 23. red; 24. stairs; 25. born; 26. road; 27. so; 28. rain; 29. sweet; 30. fair; 31. bold; 32. miner; 33. died; 34. sort; 35. pause; 36. pale; 37. berry; 38. higher; 39. through; 40. morning; 41. praise; 42. ceiling; 43. heard; 44. send; 45. sell; 46. course; 47. find; 48. write; 49. idle; 50. light.

*D4. Choose the correct word for each of the pairs below. Conceive sentences of your own with these phrases, then use as many as you can in a composition.*

1. a. I tied the dog to a tree but it got ..... and ran away. (lose/loose)  
b. Look after that money or you will ..... it.
2. a. It's a nice place. I often go ..... (there/their)  
b. The students brought ..... books.
3. a. I don't know ..... to see that film or not. (weather/whether)  
b. Their holiday was spoilt by bad .....
4. a. The post office is farther..... the cinema. (then/than)  
b. There are several big parks in London ..... Hyde Park.
5. a. It's ..... to save part of your salary every month. (sensible/sensitive)  
b. Don't laugh at him, he's very ..... about his appearance.
6. a. I have ..... the exam! (passed/past)  
b. The thief hid in a doorway and the policeman ran ..... him.
7. a. It isn't very ..... to leave the lights on when you are not in the room. (economic/economical)  
b. Because of the recent strikes, the ..... situation of the country is very bad.
8. a. It's noisy here, let's find a ..... place. (quiet/quite)  
b. I'm ..... satisfied, thank you.
9. a. She is a ..... worker. (hard/hardly)  
b. She works very .....
10. a. The shortest route from Europe to India is through the Suez ..... (canal/channel)  
b. Before railways the ..... between cities were very important ways of transport.



## V. CONVENTIONS

### A1. Memories and Descriptions.

Memories and descriptions are important means of communication and form together a very special type of essay and a very personal one. These are special types of essays, closer to literature than any other pattern. They require a good memory and a well-organised mind, a detailed plan and a good use of the words, imagination and writing skills. But when accomplished properly, such essays can fascinate the reader and make him enter the atmosphere of such stories.

*A1. Read, bear in mind and comment upon the following schemes of building up memories and descriptions:*

#### a. *Memories*

- **Format:** *background → events → result/sequel*
- Writing memories usually requires a sense of the dramatic. Short, agitated sentences can heighten the sense of drama. Remember also how important good beginnings and endings are.
- Memories can be written in many ways: starting from the past in a chronological order; starting from the present and presenting episodes as related to the moment of speaking; putting together various scenes as they come into the mind of the story-teller.
- The people involved in the actions should be given a vivid portrait, facts should be brought close to the eyes of the reader.
- The Past Perfect and the Past Continuous are often used when writing memories. Remember to use the Simple Past Tense for relating events.
- First decide the order in which you want to write the actions from the past, then concentrate on the details of each scene, then try to make it happen before the eyes of the reader as if it happened for the first time.
- Do not use complicated words, but anyhow try to be as expressive and convincing as you can.

#### b. *Descriptions*

- **Introduction/setting the scene → sights and sounds → people → the scene later on → conclusion**
- Remember that it is sometimes a useful technique to “zoom in” on a scene, moving from the general to the particular.
- Let your senses move towards the things you want to describe, and take into account all possible aspects of these things: appearance, movements, touch, sounds.
- When describing people, try to relate physical characteristics to moral features; think of the colour of their eyes, as well as of the way in which the persons looked at you (openly, friendly or hidden, for example).
- The Past Simple, Past Continuous and Past Perfect are very useful tenses for painting a background.
- It is sometimes a good idea to “brainstorm” vocabulary on the topic as a first step to writing. Try to be adventurous with words, do not settle for adjectives like “nice” and “good” all the time.
- Imagine the scene you are describing as if it is an interesting person you would like to make acquaintance with.

A2. Read the following fragment from *“Walden. Where I Lived and What I Lived For”* by the 19<sup>th</sup> century American writer **Henry David Thoreau** and then answer the questions related to his memories:

When first I took up my abode in the woods, that is, began to spend my nights as well as days there, which, by accident, was on Independence Day, or the Fourth of July, 1845, my house was not finished for winter, but was merely a defence against the rain, without plastering or chimney, the walls being of rough, weather-stained boards, with wide chinks, which made it cool at night. The upright white hewn studs and freshly planed doors and window casings gave it a clean and airy look, especially in the morning, when its timbers were saturated with dew, so that I fancied that by noon some sweet gum would exude from them. To my imagination it retained throughout the day more or less of this auroral character, reminding me of a certain house on a mountain which I had visited a year before. This was an airy and unplastered cabin, fit to entertain a travelling god, and where a goddess might trail her garments. The winds which passed over my dwelling were such as sweep over the ridges of mountains, baring the broken strains, or celestial parts only, of terrestrial music. The morning wind forever blows, the poem of creation is uninterrupted; but few are the ears that hear it. Olympus is but the outside of the earth everywhere.

The only house I had been the owner of before, if I except a boat, was a tent, which I used occasionally when making excursions in the summer, and this is still rolled up in my garret; but the boat, after passing from hand to hand, has gone down the stream of time. With this more substantial shelter about me, I had made some progress toward settling in the world. This frame, so slightly clad, was a sort of crystallization around me, and reacted on the builder. It was suggestive somewhat as a picture in outlines. I did not need to go outdoors to take the air, for the atmosphere within had lost none of its freshness. It was not so much within-doors as behind a door where I sat, even in the rainiest weather. The Harivansa says, “An abode without birds is like a meat without seasoning”. Such was not my abode, for I found myself suddenly neighbor to the birds, not by having imprisoned one, but having caged myself near them. I was not only nearer to some of those which commonly frequent the garden and the orchard, but to those wilder and more thrilling songsters of the forest which never, or rarely, serenade a villager, - the wood thrush, the veery, the scarlet tanager, the field sparrow, the whip-poor-will, and many others [...].

1. *Comprehension check.*

- What represents the house for the author?
- Why is it inside quite like outside the house?
- How does the author say he has felt in his house?
- Which were the other two houses he had had?
- Why does the author feel he is like a bird?

2. *Analysis.*

- What is the function of the first sentence in the first paragraph?
- How does the second paragraph relate to the first one?
- Which tenses are used for recollection? Why?
- How do you think the story should continue?
- How do you think the author follows the scheme *background → events → result/sequel*?

3. *Do you think the following expressions make the fragment dramatic? Try to explain their role in the text.*

- a defence against the rain;
- this auroral character;
- a goddess might trail her garments;
- the poem of creation is uninterrupted;
- has gone down the stream of time;
- I found myself suddenly neighbor to the birds;
- more thrilling songsters of the forest;
- which never, or rarely, serenade a villager.

4. *Explain the way in which the sentences connect to each other and the way in which the two paragraphs are related. Find the linking words and highlight their purpose in the fragment. Give reasons for your answers.*

A3. *Read the following fragment from “**The Tartarus of Maids**”, sketch first published in “Harper’s New Monthly Magazine” in April 1855 by the well-known American writer **Herman Melville** and then answer the questions related to his description. Say if you consider this description a good one or a bad one, well accomplished and bringing strong feelings to the reader or dull and boring.*

It lies not far from Woedolor Mountain in New England. Turning to the east, right out from among bright farms and sunny meadows, nodding in early June with odorous grasses, you enter ascendingly among bleak hills. These gradually close in upon a dusky pass, which, from the violent Gulf Stream of air unceasingly driving between its cloven walls of haggard rock, as well as from the tradition of a crazy spinster’s hut having long ago stood somewhere hereabouts, is called the Mad Maid’s Bellows’-pipe.

Winding along at the bottom of the gorge is a dangerously narrow wheel-road, occupying the bed of a former torrent. Following this road to its highest point, you stand as within a Dantean gateway. From the steepness of the walls here, their strangely ebon hue, and the sudden contraction of the gorge, this particular point is called the Black Notch. The ravine now expandingly descends into a great, purple, hopper-shaped hollow, far sunk among many Plutonian, shaggy-wooded mountains. By the country people this hollow is called the Devil’s Dungeon. Sounds of torrents fall on all sides upon the ear. These rapid waters unite at last in one turbid brick-coloured stream, boiling through a flume among enormous boulders. They call this strange-coloured torrent Blood River. Gaining a dark precipice it wheels suddenly to the west, and makes one maniac spring of sixty feet into the arms of a stunted wood of gray-haired pines, between which it thence eddies on its further way down to the invisible lowlands [...].

1. What is the main topic of each paragraph?
2. Which is the role of the first sentence?
3. Which is the role of the last sentence?
4. Which are the tenses used in the fragment?
5. Find the descriptive adjectives in the text, explain their use and then make sentences of your own with them.
6. Find the prepositions in the text, explain their role and then make sentences of your own with them.

7. Comment upon the effectiveness of the following phrases in the text:
  - nodding in early June with odorous grasses;
  - its cloven walls of haggard rock;
  - the tradition of a crazy spinster's hut having long ago stood somewhere hereabouts;
  - a dangerously narrow wheel-road;
  - a Dantean gateway;
  - a great, purple, hopper-shaped hollow;
  - sounds of torrents fall on all sides upon the ear;
  - one maniac spring of sixty feet.
8. Which is the general impression left by the text?
9. Does the author follow the general scheme for accomplishing a description?
10. Does the description look like a whole?

*A4. Do the following exercises:*

*1. Write a letter to a friend in about 300 words describing an event in which you were involved, including the following ideas: where and when it happened; who was involved; dramatic presentation of the actions in sequence; the outcome; the impression on you.*

*2. Describe a visit to a street market, answering the questions below:*

- Do you like markets? Are there any in your local town? What sort of things do they sell?
- What time do markets usually open? What sorts of preparations go on before they open?
- What sorts of people work in a market? Is there anything special about their dress or their speech? What sorts of tricks can they pull? Have you ever fallen for one of these tricks?
- What are the sights, the sounds and the flavours of a busy market? How do customers usually behave? Are there any "typical" customers?
- How does the atmosphere of the market change as the day finishes? What does the square look like when the rush is over?

*Useful vocabulary:* to bustle, to bawl, to shout at the top of your voice, to stall, shoddy, second hand, top quality, a bargain, to outdo someone, to compete with someone, bric-a-brac, to be taken in by someone.

*3. Comment upon the following text:*

"The first objects that assume a distinct presence before me, as I look far back, into the blank of my infancy, are my mother with her pretty hair and youthful shape, and Peggotty, with no shape at all, and eyes so dark that they seemed to darken their whole neighbourhood in her face, and cheeks and arms so hard and red that I wondered the birds didn't peck her in preference to apples.

I believe I can remember these two at a little distance apart, dwarfed to my sight by stooping down or kneeling on the floor, and I going unsteadily from one to the other. I have an impression on my mind which I cannot distinguish from actual remembrance, of the touch of Peggotty's forefinger as she used to hold it out to me, and of its being roughened by needlework, like a pocket nutmeg-grater." (*David Copperfield*, by Charles Dickens)

## **A2. Writing a Book or Film Review.**

A review is a critical essay, so it requires a personal interpretation of the information you have gathered. You should first read the book or see the movie two-three times, the first reading or viewing being a step-by-step approach, the next being accomplished from above, in order to take



out the most important ideas. Then you need documentation in what concerns the author, the period of creation, the environment and the trends. Only after that you should state your own impressions and try to give arguments in favour of them. When writing, it is good to make a brief presentation of the background and subject, then to mention other people's ideas, to express your own views staying close to the text and giving quotations, then to draw conclusions.

*A1. Read the following theoretical part about book or film reviews, comment upon it and try to give examples. Complete the scheme with your own ideas.*

The book or film review presupposes three levels of reading:

- *assimilation;*
- *understanding;*
- *critic.*

The book or film review presupposes **three main parts**:

- **the framework** of the book or film to be analysed, that is placing the work in the context:
  - identifying the theme and presenting the subject;
  - describing the context of production (the target groups, the political, social and intellectual aspect of the era, the theoretical and methodological trends);
  - mentioning the novelty brought by the work in the specified field;
  - identifying the purposes and the limits established by the author (your own perspective).
- **the presentation of the described hypothesis**, the structure and the analysis of the work:
  - identifying the inner logic and the various articulations for demonstrating the central theory (highlighting the strong points and the originality of the analysis and specifying the connections between the main idea and the subordinated ideas);
  - presenting the argumentative programme, with respect to the parts imposed by the author; the opinions of the author, as they can be observed in the text, should not be simplified or deformed during the analysis; the author of the review should place himself at a certain distance and be neutral in what concerns the text.
- **the critical appreciation** of the work:
  - elaborating the conclusions regarding the role of your paper in solving a scholarly problem;
  - the global critical evaluation, at the internal level (exclusively related to the reviewed work), as well as at the external level (related to the contribution of other books with similar topics or with the same methodological perspective).

**Methodological aspects:**

- *concentration of the information* – by using key words;
- *re-organisation of the text*, that is changing the order of ideas according to the selected criterion (the main idea of the book, chronological order, the attempt to demonstrate that a certain pattern is in function, comparison with another book or film, compliance with a trend, etc.);
- *presentation of the distinctive features* of the book or the film, in the first part of the review;
- *use of quotations and descriptions of scenes* for writing a critical opinion, in the third part of the review (justification of the critical observations, placing your own perspectives into a larger context);
- use of *the third person singular* in presenting the work; appeal to the author (“the author considers that ...”);
- use of the *bibliography*, of other people's theoretical opinions about the work, the genre, the era;
- organisation of the review in short and sharp paragraphs, use of simple words, *synthesis*.

A2. Read the following book review written by **Malcolm Bradbury** in *The New York Times Book Review* and then try to comment upon it by answering the questions below. Bear in mind the way in which this important author of reviews links his ideas.

***The Customs of the Country***  
***Diane Johnson's novel in a social and moral comedy about a cross-cultural divorce,***  
***French-American style***

In “Le Divorce”, Diane Johnson treads – very consciously and cleverly – across the ancient and hallowed turf of the “international novel”, which is probably better called the “trans-Atlantic novel”. This is a genre refined by Nathaniel Hawthorne and William Dean Howells, Henry James and Edith Wharton, all of whom mined the mother lode and developed it as one of the most classic American tales. Essentially, it was the fable of the confused, confusing encounter between the New World and the Old: between innocence and experience, future and past, life lived by surfing the surface and life lived by the hardened rules of custom.

One of the great American and indeed European themes, the encounter became the material for a complex social and moral comedy, born out of apparent resemblances and the deep historical differences between personal histories lived out on either side of the Atlantic. In “The Marble Faun”, Hawthorne explored one early theme, quiet American puritanism and simplicity confronted by European art and indulgence.

Then Henry James added another primary ingredient: the young American girl – Daisy Miller, Isabel Archer – set free to meet her own destiny. Edith Wharton supplied yet another, the expensive trans-Atlantic marriage, American wealth added to European title, and, in “The Custom of the Country”, an interesting variant. For the “custom of the country” in the title is divorce performed for female social advancement – something in Wharton’s day considered to be a very American phenomenon.

In Diane Johnson’s post-modern rendering, the Isabel Archer character is our lively first-person narrator, Isabel Walker, who has just dropped out of film school. Now she’s off to Paris to give what aid she can to her stepsister, Roxanne, who is married to a Frenchman and is pregnant with her second child. It turns out Roxy’s also being left by her errant husband, Charles-Henri, who has acquired a new mistress. Soon all parties are caught in the legal and moral minefields of trans-Atlantic divorce, divorce now being an international custom.

For Isabel, when she arrives in Paris, the ghosts, old and new, are there and waiting: James and Wharton, Stein and Hemingway, Fitzgerald and James Baldwin, who have all deposited their various versions of the long-established myth that Paris holds some deep lesson Americans should – are entitled to – know. Isabel soon takes her place in the contemporary American expatriate community: some 30,000 of them, ranging from much-married hostesses, eminent writers and gay art specialists to corporate lawyers, devious C.I.A. spooks and employees of Euro Disney.

Fresh from California’s eternal sunshine she comes new, but certainly not ignorant, into the heart of old and established conflicts. Even though many things have changed since the turn of the century, Isabel still possesses the American puritanism – though it’s now called political correctness. She endlessly resents the gender bias in European legal and sexual relations, is constantly affronted by Parisian smoking (still considered an acceptable social practice by many Europeans who have not yet been lured into the California promise of eternal life).

Meanwhile she brings with her the new American freedoms. For all her feminism she’s an easy-riding heroine who takes what she wants, and she seeks nothing odd in sleeping her way across Europe. She’s ready to shop till she drops, likes Parisian designer goods and rich menus, and finds it gratifying to discover that in France it’s possible to be a serious materialist without actually being a consumer.

Isabel's complicated "education" is deftly explored in this stylish novel. That's not least because Ms. Johnson is a part-time resident in Paris and knows its streets, flavors, tastes, bus rides and commodities with an easy familiarity. Like her famed predecessors, she too is a true expert on the customs of the country. Some of the finest, most subtle scenes are her detailed portraits of French social and family life: above all, the family weekends at a chateau near Chartres, where Suzanne – the chatelaine mother of Roxeanne's husband – elegantly pursues the domestic, food-based rituals that secure French culture, always ignoring the issue of divorce and thus maintaining the decencies. Over the course of the novel, as Isabel comes to know more and more aspects of Parisian life, she encounters its un-Californian qualities: other versions of style, other versions of sexuality, of love-making; a different sense of life purpose, a different sense of history. In time, though the very word is a feminist embarrassment, she becomes the "mistress" of an elderly and distinguished French politician, who gives her a fresh sensual, intellectual and historical education. In turn he is charmed by her Americanness ("That is to say bluntness, freshness and naiveté", she says. "By no means", he replies. "Those are not qualities I admire, especially").

Soon the old cultural drama is working itself out afresh, as current European social values and practices encounter the world of freewheeling, easily going and highly litigious California womanhood. If, back there, California is the season-free place of sun, shopping and sexual warfare, France is a place of shade, seasons, greater sexual and social complexities.

So, like her fictional predecessors, but with a far tougher edge and a contemporary sharpness of vision, Isabel finds herself addressing a different view of experience, discovering an appreciation of the useful power of the past, and seeing a heavy weight of history in the present (the war in Bosnia becomes an important backdrop to the story). She encounters the often paradoxical French fears of American cultural imperialism, the endless suspicion of American vulgarity, the strange cultural points of meeting (the French really do like going to McDonald's).

The plot itself, meanwhile, ingenuously turns on a painting said to be by a student of the French artist La Tour, which was acquired by Isabel's family in America. Perhaps unwisely, it was brought to Paris by Roxeanne, and now proves to be valuable. It gradually becomes the most contentious item in the complicated divorce. Soon opposing teams of lawyers, art experts and cultural dignitaries are engaged to pronounce on its provenance and end up in differing on the legal definitions of property and raising the price of the picture.

For most of its length, "Le Divorce" is an excellently observed social and moral comedy. It reminds us that even in our own day it remains, as Henry James said, a complex fate to be an American; that one of the difficulties Americanism still entails is taking up a superstitious valuation of Europe; and that it's just as hard as ever to be truly cosmopolitan. Like Christopher Newman, the commercial but high-minded hero of James's novel "The American", Isabel, more than a century later, finds herself divided in her sympathies, enmeshed in the complexities of French social life, threatened by the rules of a subtle and ancient order.

1. Does the author of the review follow the rules of a book review we have described previously? Can you distinguish the three parts of such a text?
2. How is the novel of Diane Johnson placed in the context?
3. How does the author of the review present the subject? Which are his comments?
4. Which is the methodology of composing this particular review? In which way does the author of the review organise the text? Which is the criterion for organisation?
5. How does the author come to a conclusion? Which is the role of the last fragment of the text?

A3. Read and comment upon the following brief film review of *Twin Town* in *The Sunday Times Cultural Supplement*:

Shirley Bassey, rugby, coal, Tom Jones, sheep, male voice choirs ...

"If that's your idea of Welsh culture, can you blame us for wanting to liven the place up a little?" runs the poster ad for *Twin Town*, with a faint squeak of desperation. The film has its own alternative list – sniffing glue, joy-riding, beheading poodles, arson – which should be enough to tell you that *Twin Town* was produced by the *Trainspotting* team. From the very first scene, though, in which a silver-haired old dear climbs into the back of a car and scores some drugs, it's clear that the film is not interested in making its two worlds gel into anything as coherent as a setting, but merely to make them spark off one another, antagonistically. The film has none of *Trainspotting*'s reckless momentum, only its sick humour and contempt for character. Predictably enough, they've called it a black comedy. It's not, it's just a comedy that can't find the light switch.

1. Which is the opinion of the author of the review about the film? Why?
2. How does the author of the review place the film into a context?
3. How does the author of the review present the hypothesis and demonstrate it?
4. According to what criterion does the author of the review organise the text?
5. After reading this review, do you feel the curiosity of seeing the film?

A4. Do the following exercises:

a. The summary below comes from a book of short reviews, aimed at those who want help in choosing home videos. Use the prompts to build up a complete text:

#### EXORCIST The

Based / best-selling novel / William Peter Blatty / "The Exorcist" / set off / scare / life / audience / and / it / certainly / succeed. / Film / have / enormous success / when / first / come out / 1970s / make / it / one / top / money-making films / history / cinema.

A 12-year-old girl / prosperous town / Washington D.C. / become / possessed / devils. She / finally / save / when / evil spirits / exorcise / and / drive / her body.

Directed / William Friedkin / it / be / remarkably / well-written / film. It / also / uniformly / well acted / throughout / and / actress / Linda Blair / be / very convincing / deranged child.

Some ways / "The Exorcist" / be / familiar / blood and thunder / film / but / it / be / much more compelling / many / that genre. If / you / like / horror films / you / love / "The Exorcist" / but / not watch / alone!

b. Write a review of a British/American book you have read recently. Comment on as many aspects of the book as you can, but without forgetting to highlight a main idea and to connect the paragraphs between them. Use the dictionary anytime it is necessary.

#### C. The Case of Nouns.

The case is the form or the position of a noun, or of its equivalent, showing the function it fulfils. In the English language there are very few parts of speech which have various forms for differentiating the cases: *the personal pronouns*, the pronoun *who* and the pronoun *one* in the possessive case. The cause – effect relationship is commonly represented through the order of the words in the sentence (nominative, accusative, dative), or through prepositions. As the nouns have only one form for all cases, except the Saxon Genitive, we can talk about a *Common Case*, which is not changeable, but which can have preposition if necessary.

Examples: *The boy* is writing. – *Nominative*  
 I gave *the boy* a pen. I gave a pen *to the boy*. – *Dative*  
 Mary sees *a boy* in the garden. Mary goes *with a boy* in town. – *Accusative*  
 He is a friend *of the boy* next door. *The boy's* pen is on the table. – *Genitive*  
*Boy*, come here! – *Vocative*

*B1. Read and bear in mind the following grammar theories, and then try to apply them to the exercises and to use correctly in your texts the cases of nouns in the English language. Think especially of the situations in which the cases in the English language differ from the cases in the Romanian language.*

**a. The Nominative Case.** This is the case of the subject, predicative and apposition, answering the questions *who?* *what?* and *which?*

- **subject of a sentence**  
 Example: *The girls* came home early today.
- **subject of an infinitive** (the Nominative + Infinitive construction)  
 Example: *He* was heard *to speak* English occasionally.
- **subject of a present participle** (the Nominative + Participle construction)  
 Example: *She* was noticed *leaving* the house at dawn.
- **subject of an impersonal form of the verb**  
 Example: I turned on the radio, *a concert being* on tonight.
- **predicative**  
 Example: The next item is *the radio news*.
- **apposition**  
 Example: Alexandra, *his daughter*, likes this novel.

**b. The Dative Case.** This is commonly the case of the indirect object, showing to whom the action expressed by the verb is addressed and answering the questions *whom?* *for whom?* *of whom?* *to what?* *to which?* In English the dative is expressed in two ways:

- through **a noun or its equivalent, without preposition**, if the indirect object in dative is placed immediately after the verb and followed by the direct object.  
 Example: Give Jane my best regards.
- through a noun or its equivalent, with the prepositions **to, for, of, from**, if the indirect object in dative is placed after the direct object which is placed immediately after the verb.  
 Example: Give my best regards to Jane.
- The prepositional dative is required by **adjectives** like: **adequate, corresponding, like, equal, equivalent, similar, inferior, superior, proportionate**, etc, or by nouns and pronouns.  
 Examples: He got a sum equivalent *to the quality* of his work. She was like a daughter *to me*.

**c. The Accusative Case.** This is the case of the noun to which it is directly transmitted the action expressed by a transitive verb. It is the case of the direct object, answering the questions *what?* and *whom?* The noun or its equivalent is preceded by a preposition in the accusative.

The accusative has the following functions:

- **direct object of a transitive verb**  
 Example: He saw my *sister* in the street.
- **prepositional object**  
 Example: Who is looking *after Brian*?
- **apposition of a noun**  
 Example: I called in my friend *Clayton*.

**d. The Genitive Case.** It is the case of the attribute, expressing possession and answering the questions *whose? which? or what?* The main functions of the genitive are the following:

- ***the possessive genitive***, expressing possession  
Example: the children's toys
- ***the genitive expressing dependence***, showing the fact that something is part of something else or belongs to somebody  
Example: the key of my door
- ***the genitive expressing family relationship***  
Examples: Meg's son; the widow of a great writer
- ***the subjective genitive***, expressing the subject of the action accomplished by the determined noun  
Examples: my father's arrival; the crying of the baby
- ***the genitive expressing authorship***, designating the author of a scientific or artistic work  
Example: Dickens' novels
- ***the objective genitive***, expressing the complement of a noun of verbal origin  
Examples: a writer of novels; the translation of a paragraph
- ***the descriptive genitive***, describing the determined noun  
Examples: a feeling of joy; women's gloves
- ***the appositive genitive***, having the role of an apposition which individualises the determined noun  
Examples: the month of May; the city of Winchester
- ***the partitive genitive***, showing a part related to the whole  
Examples: a slice of cake; part of the audience
- ***the genitive of gradation***, expressing the notion of superlative  
Examples: the day of days; the quality of qualities

#### 1. *The Saxon Genitive or Possessive Case.*

It is the genitive case of the nouns commonly expressing persons, formed at the singular through adding an *-s* after an apostrophe and at the plural through adding an apostrophe after the plural form in *-s*. When the plural of the noun does not end in *-s*, the genitive of the plural has the same form with the genitive of the singular, that is in *-s* after the apostrophe.

Examples: George's address; her friend's name; her friends' names; the child's games; the children's games

- Unlike in the Romanian language, in English the noun in the possessive case precedes the name of the possessed object, which is preceded by its attributes. The determined noun is not preceded by an article. The noun in the possessive case can be preceded by an article, if necessary.  
Examples: my elder sister's letter; the children's new toys; a boy's lessons
- The compound nouns have the sign of the possessive case added to the last word.  
Examples: the day before's paper; my mother-in-law's words

#### *The use of the possessive case:*

- *the general rule*: nouns expressing persons: mother's call
- for *collective nouns* like: nation, country, population, government, administration, parliament, etc.: the country's geography; the nation's representatives

- for *nouns expressing measuring units* (time, distance, dimension, weight, value, etc.): a three hours' stop; a two miles' walk
- for certain *common nouns followed by the word **sake***: for goodness' sake; for pity's sake
- for *personified elements of nature or abstract nouns*: the ocean's roar; the truth's victory
- for certain *names of continents, countries, regions, towns, rivers*: Africa's problems; London's parks
- in *expressions*: her heart's desire; the journey's end; the needle's eye; the pin's head.

## 2. *The Prepositional Genitive.*

It is the Norman genitive, formed from an accusative preceded by the preposition *of*. It is used for common nouns, especially for the ones which do not express beings, but it can also be used for beings.

Examples: the roof of the house; the Gulf of Mexico; the lessons of Mr. Smith; the needs of the younger generation; a portrait of Dickens; a walk of two miles

- there is also the possibility to form *a double genitive*, when the possessor has more than one item of the possessed object: a cousin of his wife's; this play of Bernard Shaw's
- ***the prepositional genitive cannot replace the Saxon genitive in the following cases:***
  - for the nouns *father, mother, uncle, aunt, grannie, nanny, nurse*: father's wishes; aunt Mary's trip;
  - for proper nouns of cities, squares, buildings, institutions: Doctor Johnson's house; Queen's theatre;
  - for the nouns in genitive followed by gerund: Mary's coming; her sister's telephoning.

**e. The Vocative Case**, considered in the English grammars a ***nominative of address***. It is the case of the noun expressing a being or a thing to which we address.

Examples: Is that you, father?

Dog, come here!

You seemed so beautiful, house of my childhood!

## B2. *Substitute synthetic genitive forms for the prepositional genitive forms:*

1. The new car of his friend is a Fiat.
2. What do you know about the climate of this country?
3. I admired the hats of the ladies.
4. He has been studying the folklore of Wales for three years.
5. What's the name of the new typist of the manager?
6. This is the most important museum of London.
7. The parents of all the other girls are present.
8. What are the first signs of spring?
9. These are the best paintings of Turner.
10. He won't say a word about the purpose of his work.
11. The interests of the government lie elsewhere.
12. What do you know about the War of a Hundred Years?
13. The future of Africa is in the hands of its own people.
14. The blouses of the shop-girls are the best advertisement.
15. Bob doesn't even know the timetable of his child.

*B3. Use the prepositional dative with **to** or **for** instead of the non-prepositional dative:*

1. Would you sell me this old painting?
2. Call me a taxi, please.
3. Did you tell your friends the good news?
4. The maid forgot to give Ann the message.
5. There is nobody who could write me an essay.
6. He bought me a parrot.
7. She handed him the file.
8. You offered him a new job.
9. He chose me a funny looking hat.
10. My mother saved John some cakes.

*B4. Translate into English:*

1. Căsătoria copiilor prietenilor noștri a avut loc acum două săptămâni.
2. Mașina cea nouă a administratorului căminului studențesc al facultății noastre este într-adevăr frumoasă.
3. Iată rezultatele meciurilor de astăzi.
4. La vârsta ei o călătorie de șase ore cu avionul este desigur obositoare.
5. Zburând deasupra orașului am avut o vedere de ansamblu a celor mai importante clădiri din New York.
6. Ochii ei îmi amintesc de albastrul florilor de nu-mă-uita.
7. Admirația spectatorilor de teatru pentru acest tânăr actor este pe deplin justificată.
8. Îți amintești de bătrânul Petre, tatăl lui George și Paul, care spunea povești tuturor copiilor din cartier?
9. Scriitorul a relatat celor prezenți intriga viitorului său roman, explicând mai ales tinerilor evoluția Cristinei, eroina principală.
10. Toți profesorii din catedra noastră au fost invitații colegilor lor din Cluj.
11. Autorul invenției a explicat șefului său principiile noului sistem și a oferit colegilor care erau sceptici în privința rezultatelor dovezi atestând eficiența metodei.
12. Conduce echipa României și e aproape sigur că o să ia medalia de aur.
13. Statele Unite au o mare suprafață de teren productiv.
14. Candidatelor nu li se cere să susțină proba orală.
15. Camera de zi alui Daisy este plină de fumul țigărilor fumate ieri.

**C. David Hume** was a Scottish philosopher of the 18<sup>th</sup> century. He asked the same questions like the other empiricists: how is knowledge possible? what do we know when we know? which are the limits of human knowledge? According to this group of philosophers, of which Locke and Berkeley were part, the only source of knowledge is experience. Hume advances with a few steps, as he asks how man can solve the problem of being, stating that for solving such a problem a philosopher should adopt a critical attitude. Such a method means self-analysis and examination.



C1. Read, translate and comment upon the following text about the life and works of **David Hume**.



David Hume

**David Hume** was the second son of a Scottish landowner and was born in 1711. His father died when he was young and he remained under the protection of his mother, who taught him until the age of twelve, when he left for the University of Edinburgh. He was very passionate of reading and an inquisitive mind. After a period in which he tried to study law and to work in commerce, he went to France for three years, in order to write his main book, “*Treatise of Human Nature*”, published at his return in the country. He hadn’t much success and he concluded that the reason was the too difficult style. Two years later, there appeared “*Essays, Moral and Political*”, through which he gained recognition.

As secretary of general St. Clair, he travelled through Europe, conceiving new ideas and clarifying his view. He was rejected two times a desk in universities, first in Edinburgh and then in Glasgow, because of the opposition of the clerical groups. He refined his theoretical work and re-published it first under the title of “*Philosophical Essays Concerning Human Understanding*” and then as “*An Enquiry Concerning Human Understanding*”, although he remained famous for his contemporaries through the political discourses.

At the age of fifty, Hume was asked to be the secretary of the embassy in Paris, he accepted, so for a while he was celebrated by the intellectual elite there. He became a close friend of Jean Jacques Rousseau, he took the French philosopher with him in England, but Rousseau wrote a pamphlet against Hume. He spent the last years of his life in Edinburgh.

In his essay about the human nature, Hume advised people to abandon the boring old methods and to approach the new way of studying man. His main concern was the value of human knowledge. He distinguished between *impressions* and *ideas*, the first group being more powerful and vivid, the second group comprising just copies of the images. Our impressions are manifestations of our inner life, while our ideas are derived from experience. Our ideas remain isolated, even if they associate, our feelings unite and influence each other. Locke said that there is knowledge if we perceive a connection between two ideas; Hume asserted that such link does not result from an intuition or a demonstration, but from experience. *Belief* always accompanies human senses.

The same empirical method is applied by Hume to our moral life. Feelings are considered the mobile of our entire activity. Reason can help us choose the means but can not give us grounds for action. The abstract representations are of no importance for man, who establishes a moral hierarchy according to the pleasure or bad sentiments he has in what concerns the other beings. The moral issues make sense only within a given society. We judge human behaviour according to results, effects.

Hume is an adversary of the theory about the origins of the state conceived by Hobbes. He said law was first used in society, not in a given state, so law came to strengthen property and contracts, establishing a mutual understanding, a convention. It also originates in the impulse of living in society. Men develop within a family, a community, and could not be punished more than by being alone. Moreover, states do not appear because of an act of will, but in a long process of historical development, in which the loyalty of the people is also a matter of convention.

C2. Read, translate and comment the following fragment from *An Enquiry Concerning Human Understanding*. What does **David Hume** state about liberty and necessity? Comment on the importance of such notions for the modern society.

It might reasonably be expected in questions which have been canvassed and disputed with great eagerness, since the first origin of science and philosophy, that the meaning of all the terms, at least,

should have been agreed upon among the disputants; and our enquiries, in the course of two thousand years, been able to pass from words to the true and real subject of the controversy. For how easy may it seem to give exact definitions of the terms employed in reasoning, and make these definitions, not the mere sound of words, the object of future scrutiny and examination? But if we consider the matter more narrowly, we shall be apt to draw a quite opposite conclusion. From this circumstance alone, that a controversy has been long kept on foot, and remains still undecided, we may presume that there is some ambiguity in the expression, and that the disputants affix different ideas to the terms employed in the controversy. For, as the faculties of the mind are supposed to be naturally alike in every individual, otherwise nothing could be more fruitless than to reason or dispute together, it were impossible, if men affix the same ideas to their terms, that they could so long form different opinions of the same subject; especially when they communicate their views, and each party turn themselves on all sides, in search of arguments which may give them the victory over their antagonists. It is true, if men attempt the discussion of questions which lie entirely beyond the reach of human capacity, such as those concerning the origin of worlds, or the economy of the intellectual system or region of spirits, they may long beat the air in their fruitless contests, and never arrive at any determinate conclusion. But if the question regard any subject of common life and experience, nothing, one would think, could preserve the dispute so long undecided but some ambiguous expressions, which keep the antagonists still at a distance, and hinder them from grappling with each other.

This has been the case in the long disputed question concerning liberty and necessity; and to so remarkable a degree that, if I be not much mistaken, we shall find, that all mankind, both learned and ignorant, have always been of the same opinion with regard to this subject, and that a few intelligible definitions would immediately have put an end to the whole controversy. I own that this dispute has been so much canvassed on all hands, and has led philosophers into such a labyrinth of obscure sophistry, that it is no wonder, if a sensible reader indulge his ease so far as to turn a deaf ear to the proposal of such a question, from which he can expect neither instruction or entertainment. But the state of the argument here proposed may, perhaps, serve to renew his attention; as it has more novelty, promises at least some decision of the controversy, and will not much disturb his ease by any intricate or obscure reasoning.

I hope, therefore, to make it appear that all men have ever agreed in the doctrine both of necessity and of liberty, according to any reasonable sense, which can be put on these terms; and that the whole controversy has hitherto turned merely upon words. We shall begin with examining the doctrine of necessity.

It is universally allowed that matter, in all its operations, is actuated by a necessary force, and that every natural effect is so precisely determined by the energy of its cause that no other effect, in such particular circumstances, could possibly have resulted from it. The degree and direction of every motion is, by the laws of nature, prescribed with such exactness that a living creature may as soon arise from the shock of two bodies in motion in any other degree or direction than what is actually produced by it. Would we, therefore, form a just and precise idea of necessity, we must consider whence that idea arises when we apply it to the operation of bodies.

It seems evident that, if all the scenes of nature were continually shifted in such a manner that no two events bore any resemblance to each other, but every object was entirely new, without any similitude to whatever had been seen before, we should never, in that case, have attained the least idea of necessity, or of a connection among these objects. We might say, upon such a supposition, that one object or event has followed another; not that one was produced by the other. The relation of cause and effect must be utterly unknown to mankind. Inference and reasoning concerning the operations of nature would, from that moment, be at an end; and the memory and senses remain the only canals, by which the knowledge of any real existence could possibly have access to the mind. Our idea, therefore, of necessity and causation arises entirely from the uniformity observable in the operations of nature, where similar objects are constantly conjoined together, and the mind is

determined by custom to infer the one from the appearance of the other. These two circumstances form the whole of that necessity, which we ascribe to matter. Beyond the constant conjunction of similar objects, and the consequent inference from one to the other, we have no notion of any necessity or connection.

If it appear, therefore, that all mankind have ever allowed, without any doubt or hesitation, that these two circumstances take place in the voluntary actions of men, and in the operations of mind; it must follow, that all mankind have ever agreed in the doctrine of necessity, and that they have hitherto disputed, merely for not understanding each other.

As to the first circumstance, the constant and regular conjunction of similar events, we may possibly satisfy ourselves by the following considerations. It is universally acknowledged that there is a great uniformity among the actions of men, in all nations and ages, and that human nature remains still the same, in its principles and operations. The same motives always produce the same actions: The same events follow from the same causes. Ambition, avarice, self-love, vanity, friendship, generosity, public spirit: these passions, mixed in various degrees, and distributed through society, have been, from the beginning of the world, and still are, the source of all the actions and enterprises, which have ever been observed among mankind. Would you know the sentiments, inclinations, and course of life of the Greeks and Romans? Study well the temper and actions of the French and English: You cannot be much mistaken in transferring to the former most of the observations which you have made with regard to the latter. Mankind are so much the same, in all times and places, that history informs us of nothing new or strange in this particular. Its chief use is only to discover the constant and universal principles of human nature, by showing men in all varieties of circumstances and situations, and furnishing us with materials from which we may form our observations and become acquainted with the regular springs of human action and behaviour. These records of wars, intrigues, factions, and revolutions, are so many collections of experiments, by which the politician or moral philosopher fixes the principles of his science, in the same manner as the physician or natural philosopher becomes acquainted with the nature of plants, minerals, and other external objects, by the experiments which he forms concerning them. Nor are the earth, water and other elements, examined by Aristotle and Hippocrates, more like to those which at present lie under our observation than the men described by Polybius and Tacitus are to those who now govern the world.

Should a traveller, returning from a far country, bring us an account of men, wholly different from any with whom we were ever acquainted; men, who were entirely divested of avarice, ambition, or revenge; who knew no pleasure but friendship, generosity, and public spirit; we should immediately, from these circumstances, detect the falsehood, and prove him a liar, with the same certainty as if he had stuffed his narration with stories of centaurs and dragons, miracles and prodigies. And if we would explode any forgery in history, we cannot make use of a more convincing argument, than to prove, that the actions ascribed to any person are directly contrary to the course of nature, and that no human motives, in such circumstances, could ever induce him to such a conduct. The veracity of Quintus Curtius is as much to be suspected when he describes the supernatural courage of Alexander, by which he was hurried on singly to attack multitudes, as when he describes his supernatural force and activity, by which he was able to resist them. So readily and universally do we acknowledge a uniformity in human motives and actions as well as in the operations of body.

Hence likewise the benefit of that experience, acquired by long life and a variety of business and company, in order to instruct us in the principles of human nature, and regulate our future conduct, as well as speculation. By means of this guide, we mount up to the knowledge of men's inclinations and motives, from their actions, expressions and even gestures; and again descend to the interpretation of their actions from our knowledge of their motives and inclinations. The general observations treasured up by a course of experience, give us the clue of human nature, and teach us to unravel all its intricacies. Pretexts and appearances no longer deceive us. Public declarations pass

for the specious colouring of a cause. And though virtue and honour be allowed their proper weight and authority, that perfect disinterestedness, so often pretended to, is never expected in multitudes and parties; seldom in their leaders; and scarcely even in individuals of any rank or station. But were there no uniformity in human actions, and were every experiment which we could form of this kind irregular and anomalous, it were impossible to collect any general observations concerning mankind; and no experience, however accurately digested by reflection, would ever serve to any purpose. Why is the aged husband-man more skilful in his calling than the young beginner but because there is a certain uniformity in the operation of the sun, rain, and earth towards the production of vegetables; and experience teaches the old practitioner the rules by which this operation is governed and directed.

*C3. Read, translate and comment the following political considerations of **David Hume**, from his **Essays, moral and political**. How does he manifest his criticism related to the state of the press? Write an essay about the manifestation of this phenomenon in contemporary society.*

Nothing is more apt to surprise a foreigner than the extreme liberty, which we enjoy in this country, of communicating whatever we please to the public and of openly censuring every measure entered into by the king or his ministers. If the administration resolve upon war, it is affirmed that either wilfully or ignorantly they mistake the interests of the nation and that peace, in the present situation of affairs, is infinitely preferable. If the passion of the ministers lie towards peace, our political writers breathe nothing but war and devastation and represent to pacific conduct of the government as mean and pusillanimous. As this liberty is not indulged in any other government, either republican or monarchical; in HOLLAND and VENICE, more than in FRANCE or SPAIN; it may very naturally give occasion to a question, How it happens that GREAT BRITAIN alone enjoys this peculiar privilege?

The reason why the laws indulge us in such a liberty seems to be derived from our mixed form of government, which is neither wholly monarchical, nor wholly republican. It will be found, if I mistake not, a true observation in politics, that the two extremes in government, liberty and slavery, commonly approach nearest to each other; and that, as you depart from the extremes and mix a little of monarchy with liberty, the government becomes always the more free; and, on the other hand, when you mix a little of liberty with monarchy, the yoke becomes always the more grievous and intolerable. In a government, such as that of FRANCE, which is absolute, and where law, custom, and religion concur, all of them, to make the people fully satisfied with their condition, the monarch cannot entertain any jealousy against his subjects, and therefore is apt to indulge them in great liberties both of speech and action. In a government altogether republican, such as that of HOLLAND, where there is not magistrate so eminent as to give jealousy to the state, there is no danger in entrusting the magistrates with large discretionary powers; and though many advantages result from such powers, in preserving peace and order, yet they lay a considerable restraint on men's actions, and make every private citizen pay a great respect to the government. Thus it seems evident that the two extremes of absolute monarchy and of a republic approach near to each other in some material circumstances. In the first, the magistrate has no jealousy of the people; in the second, the people have none of the magistrate. Which want of jealousy begets a mutual confidence and trust in both cases and produces a species of liberty in monarchies and of arbitrary power in republics.

To justify the other part of the foregoing observation, that, in every government, the means are most wide of each other, and that the mixtures of monarchy and liberty render the yoke either more easy or more grievous; I must take notice of a remark in TACITUS with regard to the ROMANS under the emperors, that they neither could bear total slavery nor total liberty, "*Nec totam sevritutem, nec totam libertatem pati possunt.*" This remark a celebrated poet has translated and applied to the

ENGLISH, in his lively description of queen ELIZABETH's policy and government, "*Et fit aimer son joug a l'Anglois indompte, Qui ne peut ni servir, ni vivre en liberte.*"

According to these remarks, we are to consider the ROMAN government under the emperors as a mixture of despotism and liberty, where the despotism prevailed; and the ENGLISH government as a mixture of the same kind, where the liberty predominates. The consequences are conformable to the foregoing observation; and such as may be expected from those mixed forms of government, which beget a mutual watchfulness and jealousy. The ROMAN emperors were, many of them, the most frightful tyrants that ever disgraced human nature; and it is evident, that their cruelty was chiefly excited by their jealousy, and by their observing that all the great men of ROME bore with impatience the dominion of a family, which, but a little before, was no wise superior to their own. On the other hand, as the republican part of the government prevails in ENGLAND, though with a great mixture of monarchy, it is obliged, for its own preservation, to maintain a watchful jealousy over the magistrates, to remove all discretionary powers, and to secure every one's life and fortune by general and inflexible laws.

No action must be deemed a crime but what the law has plainly determined to be such; no crime must be imputed to a man but from a legal proof before his judges; and even these judges must be his fellow-subjects, who are obliged, by their own interest, to have a watchful eye over the encroachments and violence of the ministers. From these causes, it proceeds that there is as much liberty, and even, perhaps, licentiousness in GREAT BRITAIN, as there were formerly slavery and tyranny in ROME.

These principles account for the great liberty of the press in these kingdoms, beyond what is indulged in any other government. It is apprehended, that arbitrary power would steal in upon us, were we not careful to prevent its progress, and were there not an easy method of conveying the alarm from one end of the kingdom to the other. The spirit of the people must frequently be roused in order to curb the ambition of the court; and the dread of rousing this spirit must be employed to prevent that ambition. Nothing so effectual to this purpose as the liberty of the press, by which all the learning, wit, and genius of the nation may be employed on the side of freedom, and every one be animated to its defence. As long, therefore, as the republican part of our government can maintain itself against the monarchical, it will naturally be careful to keep the press open, as of importance to its own preservation.

It must however be allowed that the unbounded liberty of the press, though it be difficult, perhaps impossible, to propose a suitable remedy for it, is one of the evils, attending those mixt forms of government.

*C4. Compare the views on the rights and liberties of men as they appear in the writings of **Hobbes**, **Locke** and **Hume**. Comment upon the resemblances and differences. Comment on attitude in what concerns masses, political elites, intellectual elites. Start from the following fragments:*

a. "If a controversy arise betwixt a prince and some of the people in a matter where the law is silent or doubtful, and the thing be of great consequence, I should think the proper umpire in such a case should be the body of the people. For in such cases where the prince hath a trust reposed in him, and is dispensed from the common, ordinary rules of the law, there, if any men find themselves aggrieved, and think the prince acts contrary to, or beyond that trust, who so proper to judge as the body of the people (who at first lodged that trust in him) how far they meant it should extend? But if the prince, or whoever they be in the administration, decline that way of determination, the appeal then lies nowhere but to Heaven. Force between either persons who have no known superior on earth or which permits no appeal to a judge on earth, being properly a state of war, wherein the appeal lies only to heaven; and in that state the injured party must judge for himself when he will think fit to make use of that appeal and put himself upon it." (**John Locke**, *Concerning Civil Government*, *Second Essay*)

b. "The vulgar, who take things according to their first appearance, attribute the uncertainty of events to such an uncertainty in the causes as makes the latter often fail of their usual influence; though they meet with no impediment in their operation. But philosophers, observing that, almost in every part of nature, there is contained a vast variety of springs and principles, which are hid, by reason of their minuteness or remoteness, find, that it is at least possible the contrariety of events may not proceed from any contingency in the cause, but from the secret operation of contrary causes. This possibility is converted into certainty by farther observation, when they remark that, upon an exact scrutiny, a contrariety of effects always betrays a contrariety of causes, and proceeds from their mutual opposition. A peasant can give no better reason for the stopping of any clock or watch than to say that it does not commonly go right. But an artist easily perceives that the same force in the spring or pendulum has always the same influence on the wheels; but fails of its usual effect, perhaps by reason of a grain of dust, which puts a stop to the whole movement. From the observation of several parallel instances, philosophers form a maxim that the connexion between all causes and effects is equally necessary, and that its seeming uncertainty in some instances proceeds from the secret opposition of contrary causes." (*David Hume, An Enquiry Concerning Human Understanding*)

#### D. Vocabulary Practice. False Friends.

*D1. There are many English words which look exactly like Romanian expressions, so we are tempted to consider they have the same meaning and use. But many times it is not true, and we make confusions and enormous translation mistakes. Such words are known as "false friends". Choose the best synonym (a or b) for each word on the left. Remember the phrases and use them in your own sentences.*

- |                 |                  |                            |
|-----------------|------------------|----------------------------|
| 1. particular   | a. private       | b. special                 |
| 2. nervous      | a. irritable     | b. apprehensive            |
| 3. spiritual    | a. witty         | b. concerned with religion |
| 4. gymnasium    | a. sports hall   | b. grammar school          |
| 5. extra        | a. supplementary | b. best quality            |
| 6. control      | a. regulate      | b. check                   |
| 7. process      | a. trial         | b. procedure               |
| 8. exact        | a. precise       | b. correct                 |
| 9. mark         | a. brand         | b. stain                   |
| 10. souvenir    | a. memento       | b. memory                  |
| 11. notorious   | a. famous        | b. infamous                |
| 12. sympathetic | a. compassionate | b. likeable                |
| 13. chef        | a. boss          | b. cook                    |
| 14. actual      | a. current       | b. real                    |
| 15. critic      | a. reporter      | b. review                  |

*D2. In each pair of words below, the first word is the false friend and the second is the word it is often confused with. Put each word in its correct place in the sentences which follow the pairs.*

- actual – real; present – current, existing now
  - Carter and Bush are former American presidents. Who is the ..... one?
  - I've known many rich men, but he is the only ..... millionaire I've met.
- morale – spirits, state of mind; moral – right, proper, virtuous
  - Regular mail and good food are important to maintain the ..... of the soldiers during a war.
  - He is a very ..... person who is guided by high principles.

3. argument – disagreement, supporting reason; subject – something talked or written about or studied
  - a. My favourite ..... at school was geography.
  - b. He and his wife had a heated ..... about which car to buy.
4. frequent – go often; attend – go to a school or course, be present
  - a. Please state the name and address of the college you .....
  - b. Wild animals ..... the river bank at night and traps are set to catch them.
5. experience – previous knowledge or work, event; b. experiment – test carried out to see result
  - a. Meeting the president was an ..... I shall never forget.
  - b. The ..... of arranging the students' chairs in circle was very interesting.
6. assist – help; attend – be present at
  - a. We hope a large number of people will ..... the conference.
  - b. Lifeboats were sent to ..... the ship in difficulties.
7. fabricate – invent, make up something false; manufacture – produce;
  - a. To avoid suspicion, he decided to ..... a completely false story.
  - b. This is the factory where they ..... the new sport-cars.
8. remark – say, make a comment; notice – happen to see
  - a. I have often heard tourists ..... favourably on the number of parks in the city.
  - b. I was in such a hurry that I didn't ..... what the weather was like.
9. voyage – journey by sea; journey – travelling from one place to another
  - a. The liner "Titanic" struck an iceberg and sank on her very first .....
  - b. He went on a long ..... across Africa.
10. legend – very old story; key – set of symbols and their meaning on the map
  - a. The ..... at the bottom of the map explains the various symbols used.
  - b. Some people regard the account as historical fact while others dismiss it as .....

*D3. Explain the meanings of the following words, from which one is a false friend and the other is the equivalent of the Romanian word which is considered the translation of the false friend.*

1. ignore; not know; 2. formidable; wonderful; 3. camping; camp-site; 4. adequate; suitable; 5. eventually; possibly; 6. souvenir; memory; 7. camera; room; 8. sympathetic; nice; 9. vest; waistcoat; 10. effective; efficient.

*D4. Complete each sentence with the correct word from one of the pairs:*

antena/aerial; birthday/anniversary; occasion/bargain; bank/bench; chef/boss; saucy/with sauce; chips/crisps; vest/waistcoat; insulated/isolated.

1. It's Andrew's ..... today! He's 25, I think.
2. The television doesn't have very good reception. I think their outside ..... needs adjusting.
3. In order to retain heat in winter, a house should be properly .....
4. Could I have a packet of cheese and onion ....., please, to eat with my packed lunch?

5. Snooker players on television always take their jackets off, and play in their ..... and trousers.
6. I've told you what I think about it. Now what is your .....?
7. I'm exhausted. Let's sit down on this ..... for a moment.
8. You only paid 9\$. That's a wonderful .....!
9. Dinner was excellent, I want to thank the .....
10. Don't be ..... with your grandmother!



## VI. ON TOLERANCE

### A. Technique and Art in Essay Writing.

**Rhetoric** is the art of using language effectively both in its oral and written form. Although it is a well acknowledged fact that some people naturally write better than others, this is no reason for the rest of us not to write at least clearly, logically and persuasively. At this level, the technique of good writing is something that can be learnt. The only thing required is our own effort. Try to order your ideas, to use the most expressive words and to make everything clear for the reader, and you will see what a great writer you can be.

*A1. Read the following considerations about writing an essay, comment upon them and try to give examples:*

a. **Planning** is an essential step in order to produce a good essay both in *content* and *form*. Never begin writing without having devoted a few minutes to planning. Remember the following verses of Rudyard Kipling:

“I keep six honest serving men  
(They taught me all I know)  
Their names are *what* and *why* and *when*  
And *how* and *where* and *who*”.

These are the six possible questions you need to have in mind in order to start writing.

1. *What am I writing about?* **The subject** should be restricted as much as possible, in order to become manageable. Also make sure that there is enough information available to rely on and that the subject is appealing both to yourself and to your audience.
  2. *Why am I writing?* **The purpose** of your writing can vary depending on whether you want only to pass an exam or to discover new things and to learn more or simply to try and put some order in an amount of information you have already acquired.
  3. *When did the thing you are writing about happen?* **The context** in which the events or the ideas you want to describe have taken place is also very important. When you make references, you may use different methodologies, but one of the best is **the Author – Date System**, also known as **the Harvard System**. It requires all references to be placed in a bibliography at the end of the essay, placing in the text the surname of the author, the publication date of the work and the page to which reference is made. The list at the end of the essay is arranged in alphabetical order according to the author’s surname. Try to use personal comment or interpretation according to **the sandwich principle**, that is bread-meat-bread, interpret-quote-interpret. Place the events and ideas either into the framework of the trends of an era or in a comparison with similar activities of various times.
  4. *How did the thing you are writing about happen?*
  5. *Where did it happen?*
  6. *Who did it?*
- You should explain the connections between the facts and the ideas you are referring to into **the thesis**. A thesis must *restrict* (narrow your subject), *predict* (anticipate your approach to the subject), *control* (give a general outline), *obligate* (force you into following a particular direction). Your explanations should also catch your reader’s eye and make him ready to follow your text.

- One of the handiest techniques of conceiving the thesis is **brainstorming**, which basically consists of creating a list with as many ideas or key words as possible, that come to your mind in a spontaneous way, with reference to the general subject of your essay. Write them down as they occur to you. The process is called **free association**.
  - Such a list usually brings out the existing prejudices about the given subject and your more personal insight into the matter. To obtain a thesis, you should focus on the most important issues. A very effective way of doing so is by contrasting the general assumptions (*prejudices*) with your *personal view* in what is called **a conpro argument**. This kind of focalisation and contrasting is usually very challenging.
  - The next step in writing the essay is to conceive the **outline**, the schematic plan. A good thesis should give you the main levels of your outline, the levels of the debate.
  - Once you have the schematic plan of your essay, you should find **a convention**, a system to organise your plan and make it easier for you and your reader to follow. You should divide the material into *ideas* and *sub-ideas*, until you reach the examples and details.
- b. **Effective writing** should take into account the following units:
- **The paragraph** is the minimal logical unit of an essay. Each paragraph stands for a new idea. A well-designed paragraph should obey the rules of **unity – coherence – completeness**. A paragraph normally has three parts: **the topic sentence**, which is the very first sentence, that introduces the main idea; **the support sentences**, those that explain, add information and examples in support; **the conclusion**, the synthesis. In order to avoid the choppy aspect of your essay and give it fluency, you need to link your paragraphs according to the logical structure of your text, with the help of: *transitional words and phrases, pronoun reference, repeated key words, parallelism, asking a question at the beginning of each paragraph*.
  - **The sentence** is the minimal logical unit of the text, the basic unit of grammar. In order to write as clear as possible, you should prefer active constructions to the passive ones which are longer and less dynamic, and you should use complex sentences (resulting from subordination) instead of compound ones (resulting through co-ordination of several other sentences), which look rather simple minded. Subordination is stylistic device through which you can achieve emphasis. The most common ways of subordinating are with the following phrases: *that, which, who, after, before, although, because, if, unless, when, where, while, as soon as, until, even if, even though, in order that, so that*, etc. Use parallel constructions of the type “to be or not to be” whenever you can; the most effective are those like: *both ... and..., either ... or ..., not only ... but also ..., first, second*, etc. Sentences are linked in a paragraph with the help of words of word groups expressing *result, example, comparison, contrast, time, sequence*.
  - Some **of the most frequent grammar errors** in sentences refer to:
    - the use of the definite article, the indefinite article or the zero article;
    - countable and uncountable nouns;
    - irregular plurals of nouns;
    - the use of relative pronouns;
    - the sequence of tenses;
    - the use of conditionals;
    - the use of subjunctive;
    - the use of infinitive and gerund;
    - the use of prepositions;
    - the agreement between subject and predicate;
    - word order.
  - **Words**. A limited vocabulary is a handicap. Words have a *denotation* (they point to something) and *connotations* (implied meanings). Words also have a context. Do not hesitate to use the dictionary whenever you do not understand or are not sure about the meanings of a word. Prefer

little words to big words. Avoid pomposity, rhyme, alliteration and comical tongue twisting. The most frequent errors are misuse and misspelling. Be very careful with the *false friends*.

- **Punctuation.** It is a system of symbols that helps the reader understand the structural relationships within and the intention of the sentence. There are 14 punctuation marks: *apostrophe, brackets, colon, comma, exclamation mark, hyphen, parentheses, period, question mark, semicolon, slash, dash, dots, inverted commas*. Among the most frequent errors encountered are those referring to the use of **the comma**. The comma is used for the sake of **linking, enclosing** and **separating**. In linking, the co-ordinating conjunction (but, for, or, so, nor, yet) require a comma immediately preceding them. Enclosing is accomplished through non-restrictive and parenthetical elements. Separation has the role of cutting the links between the introductory elements and the rest of the sentence, various items, subordinate clauses and main clauses, certain elements, for clarity and emphasis.
- **Closing** ties your writing, ends it emphatically, makes a significant point, offers a value judgement, speculates on the implications of your ideas, makes a prediction, summarises your main points.

c. **Revision** is a necessary stage. Try to be objective and critical and to allow for a span of time, or “cooling” period, between the moment of writing and revision.

- cut the dead wood;
- cut the “there is” and “there are”;
- cut the “I believe”;
- cut the euphemistic expressions;
- do not over-explain;
- use few “of”s;
- avoid a collection of quotations and footnotes instead of original thinking;
- prefer the paraphrase and personal comment to a summary of books;
- avoid the addition of irrelevant material to comply with the assigned length;
- check on the logical cohesion and make a point.

d. **Assessment / evaluation** is usually made according to: *relevance* (sometimes essays are marked down because you have answered the questions that you would have liked rather than the one set); *planning, structuring* and *logical arrangement of ideas*; *correct spelling, grammar accuracy, good punctuation, fluency, range of expression, originality*.

e. **The audience** is another very important element in what concerns your essay. The more you know about your audience, the easier it is to address to it. Do not abuse anybody’s time. Learn as much as possible about the expectations of your audience, about their prejudices, their age, social status, education, sex, political and religious convictions, etc. You should try to follow their trends in order for them to be able to understand your text, but in the same time you shouldn’t be too obedient, as one of your objectives is to inform and educate your public.

- Think of the situation in which the essay will be presented or read;
- Think of the average level of knowledge of the audience and write according to it;
- Don’t try to find words which are rare and strange, even for a cultivated public;
- Be logical and tie your ideas.

*A2. Write a balanced discussion on the theme: “Good fences make good neighbours” in about 400 words.*

*a. Preparation*

1. What does this statement mean to you? Is there a literal example to illustrate the quotation?
2. In terms of next-door or near neighbours, what kind of fences can there be – concrete or abstract? And what are the characteristics of the “good neighbour” that they create?
3. What are the counter-arguments? How can fences inhibit a good relationship with your neighbour or prevent your neighbour from being as “good” as he would like to be?
4. Can you generalise to other relationships – social, work or emotional? What kind of fences might be appropriate and what do they protect? Again, what are the counter-arguments?

*b. Planning*

1. Plan an opening paragraph that will crystallise your approach.
2. Write a personal anecdote which illustrates the point; it may be an expression of reservation or even dissent.
3. Plan the ideas to be dealt with in the succeeding paragraphs bearing in mind the need for balance. Pay special attention to the linking of sentences.
4. Plan a suitable conclusion which brings together the various trends of the essay and represents a satisfying resolution of the conflicting arguments.

*A3. Do the following exercises:*

*a. Develop the following scheme which refers to self-assertion into: an argumentative essay; a philosophical essay; a social and political essay; memories; descriptions; the pattern for a review. Comment about the strategies you have used.*

Assertion training has gained increasing recognition in recent years. Its aim is to help people express themselves more effectively and appropriately. The following three types of behaviour are identified.

- **Non-assertive behaviour** – failing to express your feelings, needs, opinions or preferences, or expressing them in an indirect or implicit way. For example, agreeing to activities you are not really interested in or failing to ask for a favour even though one is needed. One difficulty of this type of communication is that it is open to varying interpretations and is therefore easily misunderstood.
- **Aggressive behaviour** – expressing your feelings or opinions, but in a punishing, threatening, demanding or hostile manner. There is little or no consideration of the feelings or rights of the other person. In addition, the person who behaves aggressively assumes little responsibility for the consequences of his actions.
- **Assertive behaviour** – expressing your feelings, needs, legitimate rights or opinions honestly and directly without being aggressive to others, without infringing on their rights and without expecting the other person to read your mind. Assertive behaviour is not designed primarily to enable an individual to obtain what he wants. Rather, its purpose is the clear, direct and inoffensive communication of one’s needs, opinions and so on. To the extent that it is accomplished, the probability of achieving one’s goals without denying the rights of others is increased.

*b. Translate the following text into English, then conceive an essay related to the topic.*

„Arestarea lui Slobodan Milosevic este numai o chestiune de zile”. Cu aceste cuvinte noile autorități iugoslave au încercat să calmeze comunitatea internațională în ultimele luni, mai ales Statele Unite, țara care a stabilit data limită de 31 martie pentru ca Belgradul să îl predea pe fostul dictator sau cel puțin să îi trimită în fața Tribunalului de la Haga pe colaboratorii săi. În caz contrar, Statele Unite amenință să anuleze ajutorul financiar.

De asemenea, autoritățile trebuie să liniștească publicul sârb care insistă cu încăpățănare ca principalul vinovat pentru agonia de zece ani a țării să dea socoteală pentru faptele sale. Mass media internațională anunță zilnic arestarea lui Milosevic, iar numeroase publicații și posturi de televiziune și-au trimis reporterii speciali să surprindă momentul în care cel mai faimos criminal de război va avea cătușele la mâini. Însă, curând, aceștia și-au dat seama că veniseră în Serbia degeaba și că în această situație vor trebui să mai aștepte arestarea lui Milosevic, dacă aceasta se va produce vreodată.

Adevărul este că DOS, coaliția la putere în Serbia, constituită din 18 partide, nu a ajuns la un consens în privința colaborării cu Tribunalul de la Haga. Vojislav Kostunica este unul din marii opozanți ai extrădării lui Milosevic la Haga și aduce ca argument constituția federală care interzice extrădarea cetățenilor iugoslavi către alte țări. Primul ministru sârb, Zoran Djindjic, are o abordare mai pragmatică a acestei probleme, susținând că lipsa de cooperare cu Tribunalul de la Haga va aduce asupra Belgradului sancțiuni internaționale pe care procurorul șef Carla del Ponte le-a cerut deja. Partidele de orientare civilă consideră că Milosevic ar trebui trimis imediat la Haga, deoarece constituția nu prevede nimic despre extrădarea către instituțiile internaționale precum Curtea Internațională pentru Crime de Război.

Dar în timp ce partidele DOS au reușit să ajungă la un oarecare acord cu privire la o lege specială de cooperare cu Tribunalul, stipulând extrădarea cetățenilor iugoslavi, a apărut o nouă problemă. Unul din partenerii la coaliția DOS la nivel federal, Partidul Socialist Muncitoresc din Muntenegru (SNP), care a colaborat cu Milosevic mulți ani și i-a întors spatele numai după lovitura de stat din Belgrad din octombrie, nu dorește să susțină această lege înainte de alegerile din Muntenegru, stabilite pentru 22 aprilie. Membrii acestui partid consideră că cei care vor vota nu îi vor susține, fiindcă mulți dintre oamenii obișnuiți cred încă faptul că fostul președinte iugoslav este „un erou național și un luptător împotriva noii ordini mondiale”. Din cauza acestei blocaje la nivel federal, autoritățile sârbe au încercat cu fervoare să găsească probe puternice prin care să-l acuze pe Milosevic de crimă, corupție și numeroase asasinate politice în ultima perioadă, încercând să scape de presiunile comunității internaționale prin arestarea sa cel puțin pentru crimele comise în Serbia. Totuși, se pare că, în ciuda imensei dorințe de a-l acuza cât mai repede posibil, nu există probe suficiente împotriva lui Milosevic.

Pompos anunțată investigație împotriva recent arestatului fost șef al poliției secrete, Radomir Markovic, cel mai apropiat colaborator al lui Milosevic, acuzat de organizarea unui accident de circulație în care au fost uciși patru oficiali ai celui mai puternic partid de opoziție, Mișcarea de Renaștere a Sârbilor (SPO), iar liderul Vuk Draskovic a fost ușor rănit, ar fi trebuit să aducă noi mărturii împotriva fostului președinte iugoslav. La numai o zi după arestarea lui Markovic aproape toate ziarele au scris că Milosevic va fi acuzat în curând și că e numai o chestiune de zile până când se va dezvălui implicarea sa în crime și răpiri politice. Însă, deocamdată, probele întârzie să apară.

*A4. Comment upon the following quotation which was the text of a cartoon published in a German magazine in 1898: “I submit that the criminal, in order to make his punishment more severe, should have modern pictures hung in his cell”. Write first the plan of an essay and then the essay regarding the attitude of the audiences in what concerns modern painting along the 20<sup>th</sup> century.*

## B. Formation of Nouns.

Many nouns come from the languages of the peoples which contributed to the accomplishment of the English language or with which it came into contact. Other nouns have been formed through three common procedures, that is **derivation**, **conversion** and **composition**. There have been means of enriching and diversifying the language.

*B1. Read and bear in mind the following theories about the formation of nouns, try to apply them in the exercises below and then to use the English nouns correctly in your own texts.*

### a. Derivation with prefixes

#### 1. of Germanic origin

- **fore-**: forefather, forefoot, forerunner, forehead, forearm
- **mid-**: midday, midnight, mid-September, midsummer, midocean, midway, midland
- **mis-**: miscarriage, misconduct, misfortune, misprint, mistrust
- **out-**: outburst, outcast, outcome, outcry, outlaw, outlook
- **over-**: overall, overcoat, oversight, overseer, overreaction
- **under-**: underclothes, undergraduate, underestimate, underground, underpayment
- **up-**: upbringing, upgrade, upkeep, upshot, upstart
- **un-**: unbelief, undress, unemployment, unrest, untruth

#### 2. of Romanic origin

- **ante-, anti-**: antechamber, antedate, anticomunist, antitotalitarian
- **by-**: bylaw, bypass, by-product, by-way
- **co-**: co-operation, correlation, co-worker, co-producer
- **dis-**: dismissal, disability, disfunction
- **ex-**: ex-president, excommunication
- **in-, il-, im-**: inaccuracy, inaction, illegitimacy, imprecision
- **inter-**: interplay, interrelation
- **mis-**: misadventure, mischance, mischief, misunderstanding
- **non-**: nonadvertence, nonarrival
- **post-**: postposition, postgraduate, postscript, postmodernism
- **pre-**: pre-election, preview
- **pro-**: pro-rector, pro-Britisher
- **super-, sur-**: superstructure, superman, surname, surrealism
- **trans-**: trans-Atlantic, transformation

#### 3. of Greek origin

- **anti-**: antibiotic, antiseptic
- **arch-**: archduke, archbishop
- **auto-**: autobiography, autocar
- **hyper-**: hypercritic, hypertension
- **hypo-**: hypoacidity, hypothesis
- **meta-**: metamorphosis, metalanguage
- **proto-**: prototype, protoplasm
- **tele-**: telecast, telefilm, televiewer, television

**b. Derivation with suffixes****1. of Germanic origin**

- **-craft**: handicraft, withcraft
- **-dom**: boredom, wisdom, freedom, kingdom
- **-er**: doer, player, theatre goer, writer, astronomer, Londoner, foreigner, villager
- **-hood**: boyhood, childhood, motherhood, falsehood
- **-ing**: speaking, smoking, reading, writing, breakings, peelings
- **-ness**: carelessness, cheerfulness, goodness, shyness
- **-scape**: airscape, cityscape, landscape, seascape, waterscape, skyscape
- **-ship**: authorship, friendship, kinship, readership, ownership, hardship
- **-ster**: songster, roadster, youngsters, oldsters
- **-th**: birth, growth, health, truth, warmth, wealth

**2. of Romanic origin**

- **-age**: marriage, postage, footage, mileage
- **-al**: proposal, refusal
- **-an, -ian**: Romanian, American, republican, equestrian
- **-ant, -ent**: commandant, president
- **-ary**: adversary, granary
- **-cy**: advocacy, bankruptcy
- **-ee**: absentee, refugee, employee, trainee
- **-eer**: mountaineer, volunteer
- **-ence, -ance**: appearance, diligence
- **-er, -or**: grocer, elector
- **-ese**: Portuguese, Chinese
- **-ess**: authoress, goddess, lioness, tigress
- **-ine**: gasoline, chlorine
- **-ion**: extension, explanation
- **-ive, -iff**: explosive, plaintiff
- **-ment**: basement, shipment
- **-mony**: matrimony, alimony
- **-ory**: ambulatory, observatory
- **-ry**: husbandry, poetry, rivalry, cavalry
- **-tude**: desuetude, fortitude
- **-ty**: beauty, authority, superiority, loyalty
- **-ure**: legislature, signature
- **-y**: assembly, delivery, deputy, treaty

**3. of Greek origin**

- **-cracy**: autocracy, bureaucracy, democracy
- **-ism**: plagiarism, alcoholism, heroism, realism
- **-ist**: physicist, pianist, artist
- **-ite**: dynamite, Preraphaelite
- **-itis**: appendicitis, laryngitis

#### 4. *Diminutive suffixes of diverse origins*

- **-en**: kitten, maiden
- **-ette**: cigarette, kitchenette
- **-ie**: Annie, cookie
- **-let**: booklet, starlet
- **-ling**: catling, duckling
- **-ster**: trickster, gamester
- **-y**: Billy, fatty

**c. Back formation** through suppressing the end of the word: ad (advertisement), doc (doctor), extra (extraordinary), photo (photograph), vet (veteran), etc.

**d. Conversion** of some other parts of speech into nouns:

- **adjectives**: a daily, the great, the abstract, a blues, the elders
- **participles**: a being, the living, the accused, the unknown, comings, goings
- **numerals**: a four, a first, in two twos, firsts, tens, dozens
- **verbs**: a dance, a drink, the to-be, the has been, eats, remains
- **adverbs, prepositions, conjunctions**: the how and the why, the inside of an affair, the ifs and buts, the pros and cons.

#### e. **Composition**

- **noun + noun**: aircraft, jet plane, sports-ground
- **adjective + noun**: coldcream, twin set
- **pronoun + noun**: he-goat, she-bear
- **verb + noun**: breakfast, cry-baby
- **gerund + noun**: moving picture, working man
- **participle + noun**: animated cartoon, re-inforced idea
- **adverb + noun**: outcry, overcoat
- **numeral + noun**: the trizone, a two-wheeler
- **capital letter + noun**: A-bomb, D-day, X-ray
- **verb + adverb**: breakup, knowhow
- **adverb + verb**: bypass, income
- **verb + verb**: makebelieve, makeshift
- **sentences**: pick-me-up, merry-go-round, rock-'n-roll, hide-and-seek

*B2. Do the following exercises:*

*a. Attach the following noun-forming suffixes to each of the nouns below:- dom, -hood, -sheep, -ist, -ism, -er, -ful, -ese.*

London, child, Portugal, mouth, brother, friend, Japan, piano, art, hand, behaviour, teenage, star, impression, village, boy, Darwin, owner, spoon, member, cello, king, philosophy.

*b. Attach the following noun-forming suffixes to the verbs below: -age, -al, -ance/-ence, -ant, -ation, -ee, -er, -ing, -ment.*

develop, use, embody, write, accept, receive, descend, paint, employ, upheave, marry, produce, arrive, defend, house, describe, clean, form, abolish, train, refuse, happen, enlighten, thrill, inhabit, starve, bathe, cover.



c. Attach the following noun-forming suffixes to the adjectives below: **-dom, -ism, -ty, -iety, -ness, -th**.

cruel, strong, free, sentimental, social, wide, essential, existential, anxious, wise, childish, sane, dull, proper, long, mean, fix.

B3. Find the full forms of the following:

ad, cable, maths, specs, lab, gym, champ, movie, vet, fan, prefab, phone, bus, zoo, bike, flu, a.m., p.m., feds, TV.

B4. Translate into English:

a. Translate the following sentences:

1. Subsecretarul de stat n-a făcut nici o declarație.
2. Fostul președinte nu a mai dat nici un interviu în ultima vreme.
3. Nu uitați că sunt și nefumători printre noi.
4. Într-adevăr l-au salvat antibioticele.
5. Un neplăcut sentiment de plictiseală puse stăpânire pe ascultători.
6. Ne uimea înțelepciunea lui.
7. Notează-ți lungimea și lățimea bazinului precum și adâncimea apei.
8. Alarmați de creșterea șomajului liderii sindicali au cerut guvernului să ia măsuri.
9. Oficiul poștal era deja închis când am ajuns acolo.
10. Fiul meu vitreg este un pasionat al cuvintelor încrucișate.
11. Pentru un astfel de rol ai nevoie de un machiaj special.
12. Nimic nu e mai frumos decât curcubeul după câteva zile de ploaie.
13. Eu sunt elev de liceu iar sora mea este studentă la arte plastice.
14. Mai răsuțește o dată frânghia, te rog!
15. Te rog să cureți argintăria înainte de sfârșitul săptămânii.

b. Translate the following text:

“Pascalopol citi scrisoarea, privit în tăcere de ceilalți și așteptat de comisionar, și ar fi voit să rădă în tihnă. Se stăpâni. Nu era deloc înșelat asupra caracterului lui Stănică și, deși disprețuitor pentru sumele mici de bani, avea totuși disciplina sufletească de a nu se lăsa păcălit. Îi veni gândul fugitiv de a citi măcar scrisoarea celorlalți. Se feri să nu înfurie însă pe Simion, deși i-ar fi plăcut să agaseze puțin pe Aglae. Când însă văzu pe Otilia, care îl privea îngrijorată, își dădu numaidecât seama că ar fi umilit-o scoțând în evidență micile escrocherii pe care le îngăduia din cauza ei. Scoase portmoneul și dădu comisionarului banii, iar scrisoarea o vârî în buzunar.

- Este vechilul de la moșie – minți el celorlalți – care a venit și-mi cere să cumpere niște materiale. Evident, Stănică nu se sinucise, dar nu disprețui să apeleze și la ‘părinții denaturați’ în numele ‘fiului’ său de o lună.” (*Enigma Otiliei*, by **George Călinescu**)

**C. John Stuart Mill** represents for the British-American space what Nietzsche is for the continental European tradition: the highest point of “modernity”. No wonder that *On Liberty* is so resistant in remaining our contemporary. Mill left deep traces in political thinking, as his conception replaced all previous opinions about individual liberty. By the time he was fifty, his *System of Logic* (1843) and his *Principles of Political Economy* (1848) were the established textbooks of the ancient universities; *On Liberty* (1859) alarmed as many readers as it inspired, but was almost universally

recognised as a masterpiece, and *Considerations on Representative Government* (1861) set the tone for the discussion of the prospects and perils of democracy for another fifty years.

*C1. Read, translate and comment upon the following fragment about the life of the British philosopher John Stuart Mill. Complete the biography with other pieces of information from various books you can find.*



*John Stuart Mill*

Mill was born in London in 1806. He had one of the most amazing and educational experiences. His father, the economist and the utilitarianist philosopher James Mill, disciple of Jeremy Bentham, raised him completely isolated from other children: the boy knew Greek at the age of five, algebra and Latin at nine. No religion and no metaphysics were allowed. The result of such education was ambiguous: John absorbed the doctrines of Bentham and of his father, but he passed through a deep crisis at adolescence. In what concerns political philosophy, John Stuart Mill did not refer only to Anglo-Saxon philosophers: he also studied Wilhelm von Humboldt and Tocqueville.

The central idea of his main work, *“On Liberty”*, is the immense importance to mankind of encouraging and promoting a large variety of types of character and modes of thinking, thus giving full freedom to human nature to expand and improve in all kinds and directions. Mill

points out that the powers of society and government over the individual are constantly growing, and that, unless be restrained by a strong conviction of the value of individual liberty, the government and public opinion may impose upon mankind an oppressive yoke of uniformity in thought and practice, unfavourable to the development of new ideas and of moral standards. “If all mankind minus one”, Mill cried, “were of one opinion, mankind would be no more justified in silencing mankind”. Not that the solitary thinker is always or often right; but if he is in the wrong, the upholders of the current opinion lose, if they silence him, what is the most valuable, namely the clear perception and the livelier impression of truth produced by its collision with error; whilst if the solitary thinker is right, by silencing him mankind has lost the opportunity of enjoying the inestimable benefit of exchanging error for a nearer approach to truth. Human beings learn by discussion and argument. And the sort of people needed to constitute a great nation, Mill stated, are those able to break the bonds of customary and conventional.

*“Representative Government”* is in part an application of the general principles laid down in the book *“On Liberty”*. It was published in 1860 and had a very wide influence on the debates and discussions on parliamentary reform which preceded the Household Suffrage Act of 1867. Mill considered that the voter does not govern, but decides on the people through which the principles of the government should be conducted; that the member of Parliament does not govern, but watches and criticises the government; that political parties have the aim of establishing the principles of representative government, which should not oppress the individual. Mill’s views have in several important respects been disregarded by politicians. The ballot has been established, payment of members has been adopted, attempts to secure educational tests for the exercise of the franchise have been entirely abandoned; another and perhaps the most important of his proposals has been completely forgotten, namely the creation of a Legislative Commission as a permanent part of the constitution; it should consist, Mill urged, of a small number of highly trained political minds, constituting an advisory body for the Parliament.

Scholars often say that Mill is the last classical liberal and the first modern liberal. It seems right, as he was preoccupied by the equitable distribution of incomes, as well as by the role of community in social life, but he also discusses individual liberty, stating that man is responsible for his own faith, denouncing any kind of tyranny oppressing the individual, even the tyranny of the majority.

*C2. Read, translate and comment the following fragment from **On Liberty**, discussing the features of individual freedom. Compare it with the previous views and see why it seems to bring improvements. Write an essay about the change of conceptions referring to individuals in the modern times.*

The struggle between Liberty and Authority is the most conspicuous feature in the portions of history with which we are earliest familiar, particularly in that of Greece, Rome, and England. But in old times this contest was between subjects, or some classes of subjects, and the Government. By liberty, was meant protection against the tyranny of the political rulers. The rulers were conceived (except in some of the popular governments of Greece) as in a necessarily antagonistic position to the people whom they ruled. They consisted of a governing One, or a governing tribe or caste, who derived their authority from inheritance or conquest, who, at all events, did not hold it at the pleasure of the governed, and whose supremacy men did not venture, perhaps did not desire, to contest, whatever precautions might be taken against its oppressive exercise. Their power was regarded as necessary, but also as highly dangerous; as a weapon which they would attempt to use against their subjects, no less than against external enemies. To prevent the weaker members of the community from being preyed upon by innumerable vultures, it was needful that there should be an animal of prey stronger than the rest, commissioned to keep them down. But as the king of the vultures would be no less bent upon preying on the flock than any of the minor harpies, it was indispensable to be in a perpetual attitude of defence against his beak and claws. The aim, therefore, of patriots was to set limits to the power which the ruler should be suffered to exercise over the community; and this limitation was what they meant by liberty. It was attempted in two ways. First, by obtaining a recognition of certain immunities, called political liberties or rights, which it was to be regarded as a breach of duty in the ruler to infringe, and which, if he did infringe, specific resistance, or general rebellion, was held to be justifiable. A second, and generally a later expedient, was the establishment of constitutional checks, by which the consent of the community, or of a body of some sort, supposed to represent its interests, was made a necessary condition to some of the more important acts of the governing power. To the first of these modes of limitation, the ruling power, in most European countries, was compelled, more or less, to submit. It was not so with the second; and, to attain this, or when already in some degree possessed, to attain it more completely, became everywhere the principal object of the lovers of liberty. And so long as mankind were content to combat one enemy by another, and to be ruled by a master, on condition of being guaranteed more or less efficaciously against his tyranny, they did not carry their aspirations beyond this point.

A time, however, came, in the progress of human affairs, when men ceased to think it a necessity of nature that their governors should be an independent power, opposed in interest to themselves. It appeared to them much better that the various magistrates of the State should be their tenants or delegates, revocable at their pleasure. In that way alone, it seemed, could they have complete security that the powers of government would never be abused to their disadvantage. By degrees this new demand for elective and temporary rulers became the prominent object of the exertions of the popular party, wherever any such party existed; and superseded, to a considerable extent, the previous efforts to limit the power of rulers. As the struggle proceeded for making the ruling power emanate from the periodical choice of the ruled, some persons began to think that too much importance had been attached to the limitation of the power itself. That (it might seem) was a resource against rulers whose interests were habitually opposed to those of the people. What was now wanted was, that the rulers should be identified with the people; that their interest and will should be the interest and will of the nation. The nation did not need to be protected against its own will. There was no fear of its tyrannising over itself. Let the rulers be effectually responsible to it, promptly removable by it, and it could afford to trust them with power of which it could itself dictate the use to be made. Their power was but the nation's own power, concentrated, and in a

form convenient for exercise. This mode of thought, or rather perhaps of feeling, was common among the last generation of European liberalism, in the Continental section of which it still apparently predominates. Those who admit any limit to what a government may do, except in the case of such governments as they think ought not to exist, stand out as brilliant exceptions among the political thinkers of the Continent. A similar tone of sentiment might by this time have been prevalent in our own country, if the circumstances which for a time encouraged it, had continued unaltered.

But, in political and philosophical theories, as well as in persons, success discloses faults and infirmities which failure might have concealed from observation. The notion, that the people have no need to limit their power over themselves, might seem axiomatic, when popular government was a thing only dreamed about, or read of as having existed at some distant period of the past. Neither was that notion necessarily disturbed by such temporary aberrations as those of the French Revolution, the worst of which were the work of a usurping few, and which, in any case, belonged, not to the permanent working of popular institutions, but to a sudden and convulsive outbreak against monarchical and aristocratic despotism. In time, however, a democratic republic came to occupy a large portion of the earth's surface, and made itself felt as one of the most powerful members of the community of nations; and elective and responsible government became subject to the observations and criticisms which wait upon a great existing fact. It was now perceived that such phrases as "self-government", and "the power of the people over themselves", do not express the true state of the case. The "people" who exercise the power are not always the same people with those over whom it is exercised; and the "self-government" spoken of is not the government of each by himself, but of each by all the rest.

The will of the people, moreover, practically means the will of the most numerous or the most active part of the people; the majority, or those who succeed in making themselves accepted as the majority; the people, consequently may desire to oppress a part of their number; and precautions are as much needed against this as against any other abuse of power. The limitation, therefore, of the power of government over individuals loses none of its importance when the holders of power are regularly accountable to the community, that is, to the strongest party therein. This view of things, recommending itself equally to the intelligence of thinkers and to the inclination of those important classes in European society to whose real or supposed interests democracy is adverse, has had no difficulty in establishing itself; and in political speculations "the tyranny of the majority" is now generally included among the evils against which society requires to be on its guard.

Like other tyrannies, the tyranny of the majority was at first, and is still vulgarly, held in dread, chiefly as operating through the acts of the public authorities. But reflecting persons perceived that when society is itself the tyrant—society collectively over the separate individuals who compose it—its means of tyrannising are not restricted to the acts which it may do by the hands of its political functionaries. Society can and does execute its own mandates: and if it issues wrong mandates instead of right, or any mandates at all in things with which it ought not to meddle, it practises a social tyranny more formidable than many kinds of political oppression, since, though not usually upheld by such extreme penalties, it leaves fewer means of escape, penetrating much more deeply into the details of life, and enslaving the soul itself. Protection, therefore, against the tyranny of the magistrate is not enough: there needs protection also against the tyranny of the prevailing opinion and feeling; against the tendency of society to impose, by other means than civil penalties, its own ideas and practices as rules of conduct on those who dissent from them; to fetter the development, and, if possible, prevent the formation of any individuality not in harmony with its ways, and compel all characters to fashion themselves upon the model of its own. There is a limit to the legitimate interference of collective opinion with individual independence: and to find that limit, and maintain it against encroachment, is as indispensable to a good condition of human affairs, as protection against political despotism.

*C3. Read, translate and comment the following fragment from **Representative Government**, chapter **To What Extent Forms of Government Are a Matter of Choice** . Compare the opinions on government of **John Stuart Mill** with the views of any other political philosopher you have read. Think of various means of electing people and write an essay about the way you consider to be the best.*

All speculations concerning forms of government bear the impress, more or less exclusive, of two conflicting theories respecting political institutions; or, to speak more properly, conflicting conceptions of what political institutions are.

By some minds, government is conceived as strictly a practical art, giving rise to no questions but those of means and an end. Forms of government are assimilated to any other expedients for the attainment of human objects. They are regarded as wholly an affair of invention and contrivance. Being made by man, it is assumed that man has the choice either to make them or not, and how or on what pattern they shall be made. Government, according to this conception, is a problem, to be worked like any other question of business. The first step is to define the purposes which governments are required to promote. The next, is to inquire what form of government is best fitted to fulfil those purposes. Having satisfied ourselves on these two points, and ascertained the form of government which combines the greatest amount of good with the least of evil, what further remains is to obtain the concurrence of our countrymen, or those for whom the institutions are intended, in the opinion which we have privately arrived at. To find the best form of government; to persuade others that it is the best; and having done so, to stir them up to insist on having it, is the order of ideas in the minds of those who adopt this view of political philosophy. They look upon a constitution in the same light (difference of scale being allowed for) as they would upon a steam plough, or a threshing machine.

To these stand opposed another kind of political reasoners, who are so far from assimilating a form of government to a machine, that they regard it as a sort of spontaneous product, and the science of government as a branch (so to speak) of natural history. According to them, forms of government are not a matter of choice. We must take them, in the main, as we find them. Governments cannot be constructed by premeditated design. They “are not made, but grow.” Our business with them, as with the other facts of the universe, is to acquaint ourselves with their natural properties, and adapt ourselves to them. The fundamental political institutions of a people are considered by this school as a sort of organic growth from the nature and life of that people: a product of their habits, instincts, and unconscious wants and desires, scarcely at all of their deliberate purposes. Their will has had no part in the matter but that of meeting the necessities of the moment by the contrivances of the moment, which contrivances, if in sufficient conformity to the national feelings and character, commonly last, and by successive aggregation constitute a polity, suited to the people who possess it, but which it would be vain to attempt to superduce upon any people whose nature and circumstances had not spontaneously evolved it.

It is difficult to decide which of these doctrines would be the most absurd, if we could suppose either of them held as an exclusive theory. But the principles which men profess, on any controverted subject, are usually a very incomplete exponent of the opinions they really hold. No one believes that every people is capable of working every sort of institutions. Carry the analogy of mechanical contrivances as far as we will, a man does not choose even an instrument of timber and iron on the sole ground that it is in itself the best. He considers whether he possesses the other requisites which must be combined with it to render its employment advantageous, and in particular whether those by whom it will have to be worked, possess the knowledge and skill necessary for its management. On the other hand, neither are those who speak of institutions as if they were a kind of living organisms, really the political fatalists they give themselves out to be. They do not pretend that mankind have absolutely no range of choice as to the government they will live under, or that a consideration of the consequences which flow from different forms of polity is no element at all in

deciding which of them should be preferred. But though each side greatly exaggerates its own theory, out of opposition to the other, and no one holds without modification to either, the two doctrines correspond to a deep-seated difference between two modes of thought; and though it is evident that neither of these is entirely in the right, yet it being equally evident that neither is wholly in the wrong, we must endeavour to get down to what is at the root of each, and avail ourselves of the amount of truth which exists in either.

Let us remember, then, in the first place, that political institutions (however the proposition may be at times ignored) are the work of men; owe their origin and their whole existence to human will. Men did not wake on a summer morning and find them sprung up. Neither do they resemble trees, which, once planted, “are aye growing” while men “are sleeping.” In every stage of their existence they are made what they are by human voluntary agency. Like all things, therefore, which are made by men, they may be either well or ill made; judgement and skill may have been exercised in their production, or the reverse of these. And again, if a people have omitted, or from outward pressure have not had it in their power, to give themselves a constitution by the tentative process of applying a corrective to each evil as it arose, or as the sufferers gained strength to resist it, this retardation of political progress is no doubt a great disadvantage to them, but it does not prove that what has been found good for others would not have been good also for them, and will not be so still when they think fit to adopt it.

On the other hand, it is also to be borne in mind that political machinery does not act of itself. As it is first made, so it has to be worked, by men, and even by ordinary men. It needs, not their simple acquiescence, but their active participation; and must be adjusted to the capacities and qualities of such men as are available. This implies three conditions. The people for whom the form of government is intended must be willing to accept it; or at least not so unwilling as to oppose an insurmountable obstacle to its establishment. They must be willing and able to do what is necessary to keep it standing. And they must be willing and able to do what it requires of them to enable it to fulfil its purposes. The word “do” is to be understood as including forbearances as well as acts. They must be capable of fulfilling the conditions of action, and the conditions of self-restraint, which are necessary either for keeping the established polity in existence, or for enabling it to achieve the ends, its conductiveness to which forms its recommendation.

The failure of any of these conditions renders a form of government, whatever favourable promise it may otherwise hold out, unsuitable to the particular case.

*C4. Write an essay about the modernity of **John Stuart Mill**’s ideas. Specify the contribution of his ideas to the development of political thinking within the framework of democratic societies. Discuss the relevance of his ideas for the contemporary society. Start from the following fragment:*

Unfortunately for the good sense of mankind, the fact of their fallibility is far from carrying the weight in their practical judgment which is always allowed to it in theory; for while every one well knows himself to be fallible, few think it necessary to take any precautions against their own fallibility, or admit the supposition that any opinion, of which they feel very certain, may be one of the examples of the error to which they acknowledge themselves to be liable. Absolute princes, or others who are accustomed to unlimited deference, usually feel this complete confidence in their own opinions on nearly all subjects. People more happily situated, who sometimes hear their opinions disputed, and are not wholly unused to be set right when they are wrong, place the same unbounded reliance only on such of their opinions as are shared by all who surround them, or to whom they habitually defer; for in proportion to a man’s want of confidence in his own solitary judgment, does he usually repose, with implicit trust, on the infallibility of “the world” in general. And the world, to each individual, means the part of it with which he comes in contact; his party, his sect, his church, his class of society; the man may be called, by comparison, almost liberal and large-minded to whom it means anything so comprehensive as his own country or his own age. Nor

is his faith in this collective authority at all shaken by his being aware that other ages, countries, sects, churches, classes, and parties have thought, and even now think, the exact reverse. He devolves upon his own world the responsibility of being in the right against the dissentient worlds of other people; and it never troubles him that mere accident has decided which of these numerous worlds is the object of his reliance, and that the same causes which make him a Churchman in London, would have made him a Buddhist or a Confucian in Pekin. Yet it is as evident in itself, as any amount of argument can make it, that ages are no more infallible than individuals; every age having held many opinions which subsequent ages have deemed not only false but absurd; and it is as certain that many opinions now general will be rejected by future ages, as it is that many, once general, are rejected by the present.

#### D. Vocabulary Practice. Abbreviations.

*D1. Abbreviations are a common part of language. We use many of them in spoken English, pronouncing them either as initials (BBC, EU) or as complete words in themselves (NATO, OPEC). Some abbreviations are used only in the written form (Bros., Esq.) and others represent the original Latin, French or Italian words and are spoken quite differently from the written form. Put each of the following abbreviations in its correct place in the next sentences. The full versions of the expressions are also given below.*

NSPCC – National Society for the Prevention of Cruelty to Children; AA – Automobile Association; BA – Bachelor of Arts; BBC – British Broadcasting Corporation; C of E – Church of England; ITV – Independent Television; BR – British Rail; M4 – Motorway No. 4; Esq. – Esquire (formal title for a man used in addresses); RSPCA – Royal Society for the Prevention of Cruelty to Animals; in – inches (1 in – 2.54 cm); M 15 – Military Intelligence Department No. 15; OHMS – On Her Majesty's Service; oz – ounce (1 oz – 28.35 g); c/o – care of; ft – foot/feet (1 ft – 0.3048 m); lb. – pound (1 lb – 0.454 kg.); Rd. – Road

1. Non-commercial radio and television in Britain is controlled by the .....
2. The ..... investigates cases of cruelty to children.
3. The ..... protects and cares for animals.
4. The ..... is the biggest organisation of motorists in Britain.
5. If asked which church they belong to, most English people would say .....
6. .... is the main British state security organisation, responsible for acting against foreign espionage.
7. .... operates the railways system in Britain.
8. Letters from government offices usually have the initials ..... on the envelopes.
9. The first degree in an arts subject from a British university is the .....
10. The ..... runs from London to the south-west of England.
11. Most people enjoy watching the commercials (advertisements) between ..... programmes.
12. The weight of the parcel was 3 ..... 10 .....
13. The length of the room is 22 ..... 6 .....
14. John Carter ....., ..... Mr. And Mrs. Walters, 21 Feltham ....., London SW6.

*D2. . Put each of the following abbreviations in its correct place in the next sentences.*

CIA – Central Intelligence Agency, EU – the European Union, FBI – Federal Bureau of Investigation, NATO – North Atlantic Treaty Organisation, OPEC – Organisation of Petroleum

Exporting Countries, UK – United Kingdom, UN – United Nations, USA – the United States of America.

1. The ..... was set up in 1945 to keep world peace and help international co-operation.
2. The modern ..... grew out of the original European Community, also known as the Common Market.
3. Most countries which export oil belong to .....
4. The American ..... works, normally secretly, to collect information about other countries.
5. .... is a military alliance of the USA, Canada and most Western European countries, Greece and Turkey.
6. The ..... investigates crime in America.
7. There are fifty states in the .....
8. The ..... consists of Great Britain (England, Scotland, Wales, the Channel Islands and the Isle of Man) and Northern Ireland.

*D3. For each abbreviation on the left below find another on the right which has something in common with it. Match them after having studied their meaning.*

ante meridiem, Cantabrigiensis, Police Constable, British Airways, Oxoniensis – from the Oxford University, Prime Minister, Member of Parliament, post meridiem, British Rail, Criminal Investigation Department, Royal Navy, British Summer Time, Greenwich Mean Time, Royal Air Force, British Broadcasting Corporation, Before Christ, Anno Domini, Independent Television, National Health Service, General Practitioner.

- |          |            |
|----------|------------|
| 1. a.m.  | a. Cantab. |
| 2. PC    | b. BA      |
| 3. Oxon. | c. PM      |
| 4. MP    | d. p.m.    |
| 5. BR    | e. CID     |
| 6. RN    | f. BST     |
| 7. GMT   | g. RAF     |
| 8. BBC   | h. BC      |
| 9. AD    | i. ITV     |
| 10. NHS  | j. GP      |

*D4. Put each of the following abbreviations in the correct places in the sentences below, after having learnt where they come from: SOS, TUC, QC, VIP, UFO, IQ, VC, HIV, CND, HQ, MBE, DIY.*

International distress signal, Trades Union Congress, Queen's Council, Very Important Person, Unidentified Flying Object, Intelligence Quotient, Victoria Cross, Human Immunodeficiency Virus, Campaign for Nuclear Disarmament, Headquarters, Member of the British Empire, Do It Yourself

1. The United Nations ..... is in New York.
2. You are all ..... fans. Here is all purpose tool to help you in a hundred ways to do those home repairs.



3. Although he was defenced by an eminent ....., he was found guilty and sent to prison for eight years.
4. He is extremely bright, they say he has an ..... of 160.
5. He was the only soldier in the regiment to win the ..... in the Second World War.
6. The ..... represents the great majority of working men and women in Britain.
7. Scientists doing research into Aids are looking for an antidote to the ..... virus.
8. Film stars, prime ministers and other celebrities are entertained in the special ..... lounge at the airport.
9. The Beatles each received an honour from the Queen. It was the .....
10. Their ..... was picked up on the radio by two other ships and a plane. They were rescued within hours.
11. Some people thought the object in the sky was a ..... bringing visitors from another planet but it turned out to be a small plane.
12. .... will support any moves to abolish and reduce nuclear weapons.



## VII. REVISION

### A. Essay Writing

1. *Write a narrative essay of between 250-300 words starting from the following paragraph:*

“The small party of men came to a halt at the top of the hill at a signal from their leader. They first threw down their rifles, then, unbuckling their heavy ammunition belts, they let them slide to their feet. All the men except the leader dropped wearily to the ground and lay there motionless. The leader was a tall bearded man who wore a curious khaki-coloured cap. As he stood there, he kept scanning the countryside from left to right through field-glasses, watching for any sign of movement”.

2. *Write a narrative essay of between 250-300 words ending with the following paragraph:*

“At dawn the train stopped at a small country station and I was able to buy a sandwich and a cup of coffee. We had at last got over the border and I knew that in another two hours our long and uncomfortable journey would be over.”

3. *Write a descriptive essay of between 250-300 words starting from the following paragraph:*

“Although there is a lot to be said for travelling by ship, by car or by train, nothing can be compared with an aeroplane. You do not have to put up with rough seas, bumpy roads, or long monotonous stretches of countryside. An aeroplane gets you to your destination quickly and comfortably. What is more, it gives you a most unusual and exciting view of the world which is far superior to anything you can see out of a car or a train window or from the deck of a ship”.

4. *Write a descriptive essay of between 250-300 words ending with the following paragraph:*

“Your first visit to a foreign country always remains a precious memory. Seen for the first time, people and places so different from your own leave a deep and lasting impression”.

5. *Explain why your philosophical essay should be balanced and well-proportioned.*

6. *Explain the role of syllogism, description, illustration, contrast, humour in the philosophical essay.*

7. *Write a social or political essay arguing for or against a social or political position without attempting to persuade the reader to agree with you. Then, change it into one arguing for or against a social or political position while attempting to persuade the reader to agree with you.*

8. *Explain the role of contrast in a social and political essay.*

9. *Find an British or American book of memories, read it and write a review mentioning the way in which it complies with the rules of writing memories.*

10. *Find a British or American book of descriptions, read it and write a review mentioning the way in which it complies with the rules of writing descriptions.*

11. *Explain the role of planning in writing an essay.*

12. *Explain the role of art and technique in writing an essay.*

13. *Comment upon strategies of improving style.*

14. *Discuss the necessity of correcting an essay.*

15. *Comment on the following text:*

“The elegant part of mankind, who are not immersed in the animal life, but employ themselves in the operations of the mind, may be divided into the learned and conversible. The learned are such as have chosen for their portion the higher and more difficult operations of the mind, which require leisure and solitude, and cannot be brought to perfection, without long preparation and severe labour. The conversible world join to a sociable disposition, and a taste of pleasure, an inclination to the easier and more gentle exercises of the understanding, to obvious reflections on human affairs, and the duties of common life, and to the observation of the blemishes or perfections of the particular objects, that surround them. Such subjects of thought furnish not sufficient employment in solitude, but require the company and conversation of our fellow-creatures, to render them a proper exercise for the mind: and this brings mankind together in society, where every one displays his thoughts and observations in the best manner he is able, and mutually gives and receives information, as well as pleasure.

The separation of the learned from the conversible world seems to have been the great defect of the last age, and must have had a very bad influence both on books and company: for what possibility is there of finding topics of conversation fit for the entertainment of rational creatures, without having recourse sometimes to history, poetry, politics, and the more obvious principles, at least, of philosophy? Must our whole discourse be a continued series of gossiping stories and idle remarks? [...] This would be to render the time spent in company the most unentertaining, as well as the most unprofitable part of our lives.” (*David Hume, Of Essay Writing*)

## B. Grammar Tests

*B1. Write the indefinite article before the nouns which are being used as countable nouns. Pay attention to the situations with zero article.*

1. ....beauty is subjective.
2. She's ..... real beauty.
3. I am fortunate to have had ..... very good education.
4. ....education does not just take place at school.
5. My eyes are very sensitive to ..... light.
6. Is there .....light in here?
7. You have been ..... great help to me.
8. I'm sorry to ask you but I desperately need ..... help.
9. I don't usually drink ..... coffee.
10. I'll have two teas and ..... coffee, please!
11. He has ..... great love for music.
12. Sometimes ..... love can be very painful.
13. You'll get better at the job as you gain ..... experience.
14. I'm so glad to do it: it was ..... wonderful experience.
15. Please help me carry ..... luggage.

*B2. Do the following exercises:*

*a. Use the nouns in brackets in the singular or the plural according to the meaning.*

1. She longs for the bracing (air) of her mountain village. She is too intelligent to put on (air).
2. What is the (good) of staying so late? He complained (good) have not been delivered yet.
3. So much (sand) makes driving difficult; I suppose the wind had blown it from the (sand).
4. Look at this manuscript; the (writing) shows an extremely delicate nature. Yes, and the author's (writing) show the same thing, too.
5. The demonstration was a fine (spectacle). Where have you put my (spectacle)?
6. Shall I put the (content) at the beginning or at the end of the book? I appreciate the substantial (content) of your paper.
7. As soon as you get through the (custom) you'll find yourself in a country with original and interesting (custom).
8. She is full of (grace). She has never been in his (grace).
9. The (pain) in his leg overwhelmed him. She took great (pain) in doing this job.
10. He checked his (compass) in order to find the North. Use the (compass) for your geometrical drawings!

*b. Correct the mistakes in the following sentences:*

1. Do you have an information about it?
2. Each furniture in this display is on sale for half price.
3. George had a good luck when he first came to the university.
4. I only know to run one type a computer programme.
5. Writing of letters is an art.
6. The convenience stores have high prices.
7. California has a good weather.
8. Machinery in the factory needs to be fixed.

*B3. Translate into English:*

1. Vântul bătea puternic, dar nu l-a împiedicat pe băiat să-și continue drumul.
2. Salariile acestor muncitori au crescut considerabil.
3. Gâscanul acela își apără bobocii.
4. A pierdut cheile de la acel sertar.
5. Privirea examinatorului era blândă și încurajatoare.
6. Vânzătoarele din acest magazin sunt foarte politicoase.
7. Plantele nu pot exista fără aer.
8. E mai bine să spui adevărul.
9. Invitații fiicei mele au stat până târziu.
10. Ce fel de știri ai adus?

*B4. Read and translate the text below, then write a short paragraph commenting upon the comic of the situation:*

“Mark Twain, in his reporting days, was instructed by an editor never to state anything as a fact that he could not verify from personal knowledge. Sent out to cover an important social event, soon afterwards, he turned in the following story: ‘A woman giving the name of Mrs. James Jones, who is reported to be one of the society leaders in the city, is said to have given what purported to be a

party yesterday to a number of alleged ladies. The hostess claims to be the wife of a reputed attorney””.

### C. Texts of Political Philosophy.

1. Which are the main features of the inhabitants of “*Utopia*”?
2. Make a comparison between “*Utopia*” and “*New Atlantis*”.
3. Write an essay about the most important characteristics of “*Leviathan*”.
4. Write an essay about the empiricist philosophers, about resemblance and differences.
5. Write a comparison between John Stuart Mill’s conception and any other social and political view of modern times.

### D. Vocabulary Practice.

*D1. Tick any of the sentences which are correct. Rewrite any in which the idiom is not in its usual form.*

1. Many hands need washing.
2. The entry test is bound to sort out the wolves from the lambs.
3. Nothing venture, nothing gamble.
4. Don’t count your chicken before they lay eggs.
5. A stitch in time is a very good idea.
6. Guess who turned up yesterday out of the sky.

*D2. Think of the word that has both meanings and write it down. Make sentences of your own with both phrases.*

1. smart matching business clothes; to look good on .....
2. to fall over something; a journey .....
3. to conspire; the story of a play or film .....
4. the first letter of a name; early, at the beginning .....
5. a doctor’s office; hospital operations .....
6. to train students or sportsmen; a type of bus .....

*D3. Put the following abbreviations in the correct places below:*

UNESCO, VAT, NASA, AIDS, NATO, OPEC

1. The price is 80\$ but it is subject to ..... so that it will be 90\$.
2. .... has been described as possibly the most deadly epidemic in the history of the world.
3. .... has announced that the next space shuttle launch will take place in August.
4. The ..... nations are to meet in Geneva to decide whether to increase the price of oil.
5. .... military exercises involving American forces will be held in Britain and Germany this winter.
6. An expert from ..... produced a report on the primary education in underdeveloped countries.

*D4. Read the following fragment of a newspaper article and then answer the questions below correctly.*

You could be one of those lucky people who seem to be naturally good at public speaking. It is unlikely that you were born with this ability. Great speakers are instinctive and inspired. They also prepare well, learn performance technique and draw heavily on experience to develop their skills.

What passes for a natural ease and rapport with an audience is often down to technique – the speaker using learnt skills so well that we can't see the "seams".

When you speak in public, almost all the aspects that make up your total image come under scrutiny. Your posture, body language, facial expression, use of voice and appearance all matter.

The situation is often stressful, because the speaker is being observed and judged by others. Small quirks, like speaking too quietly or wriggling, which are not particularly noticeable in everyday communication, become intrusive and exaggerated in front of the audience.

It is hardly surprising, then, that some of us feel it is easier to pretend to be someone else when we are speaking in public. We assume a "public speaking image" that has nothing to do with our real selves.

We sense that speaking in public is connected to acting and so we portray stereotypical roles like "the super-smooth salesperson" or "the successful superwoman". Unfortunately, if we don't really feel like these types, then we look as though we are striving for effect.

The most skilled actors use their own feelings and experiences to help them inhabit character. As a public speaker, you have more scope than most actors – you have your own script, direction and interpretation to follow. You can even rearrange the set and choose the costume if you like.

The most successful speakers are obviously projecting an image, but one that rings true. They project the best aspects of themselves, the highest part of their personality. To speak well, there needs to be a balance of impact between speaker, image and audience.

*Try to conceive a text of your own on the same topic, using as many reference materials as you can. Pay attention to the rules of accomplishing an essay, as well as to grammar accuracy.*

*Questions:*

1. The author says that the best public speakers
  - a. are the professional actors;
  - b. go on learning from the talk they give;
  - c. feel naturally at ease with people;
  - d. don't need to plan talk in advance.
2. Some speakers pretend to be someone else because
  - a. they feel less self-conscious;
  - b. they do not want to be recognised;
  - c. they have been advised to;
  - d. they enjoy acting.
3. This approach is not recommended as
  - a. it will make audience laugh;
  - b. it is likely to look false;
  - c. it can make the task too long
  - d. the audience will complain

4. The best speakers
  - a. use visual aid;
  - b. tell stories and jokes;
  - c. learn the script of their talks by heart;
  - d. present their most positive characteristics.
  
5. Overall, the author's message is that public speaking is
  - a. something few people can do;
  - b. the most frightening thing you can do;
  - c. a talent many people have naturally;
  - d. a skill that can be developed.



## VIII. THE DECLARATION OF INDEPENDENCE

### A. What Is a Project?

In order to do a good project, we first need to be sure we know what we mean by a project. Although the term is widely used, and we all think we know what it means, producing an adequate short definition is very difficult. This is because the borderline between something which is a project and something which is not is rather poorly defined. There are some specifications to be made: we approach differently an *individual project*, accomplished by a person in order to obtain grants, scholarships or other opportunities for study and research, and a *collective project*, accomplished by an institution for getting financial or technical support in its activities or in development. The definitions we are trying to express fit both situations, as they are very wide.

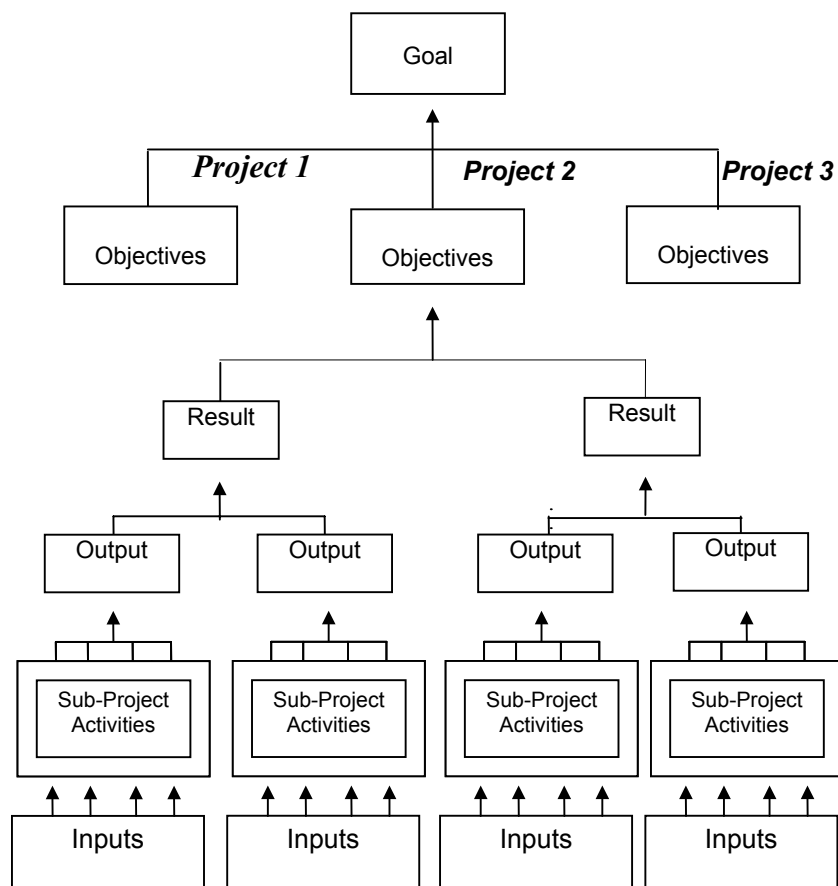
*A1. Read and bear in mind the following theories about conceiving and writing a project. Always think of the English terms, as well as of the situations in which you would need to make use of these notions:*

- We can use a very general definition such as the one from the *Oxford English Dictionary*, which defines a project as: **plan, scheme**. This is so vague as to be unhelpful in trying to look at project management.
- Alternatively, we can try to make things as specific as possible. Some examples of definitions from literature on project management are:
  - ❑ *An activity (or, usually, a number of related activities) carried out according to a plan, in order to achieve a definite objective within a certain time and which will cease when the objective is achieved.*
  - ❑ *A collection of linked activities, carried out in an organised manner, with a clearly defined starting point and ending point to achieve some specific results desired to satisfy some clearly defined objectives.*
  - ❑ *A group of activities that have to be performed in a logical sequence to meet pre-set objectives outlined by a person/an institution.*
- It may make it easier to define if we instead list the characteristics of a project, which would include:
  - ❑ a start and a finish date;
  - ❑ a budget;
  - ❑ activities which are essentially unique and not repetitive;
  - ❑ roles and relationships which are subject to change and need to be developed, defined and established;
  - ❑ a life cycle;
  - ❑ a **project** is the first level of subdivision of a **programme**, and normally comprises a number of sub-projects.
- Project Management is a dynamic process, conducted within a defined set of constraints, that organises and utilises appropriate resources in a controlled and structured manner, in order to achieve some clearly defined objectives. It means making a project happen.
- As with projects, it may be clearer to define some of the characteristics of project management, rather than trying to make a single definition. Project management should be:
  - ❑ objectives-oriented;
  - ❑ change-oriented;
  - ❑ interested in many fields of study;
  - ❑ innovative (seeking new ideas and solving new problems);

- ❑ control-oriented (to ensure that it actually finishes);
  - ❑ performance-orientated;
  - ❑ flexible (quickly adapted to changes).
- Key areas to consider when looking at project management are *management of time, people, and other resources*. In general terms, these activities can be described as follows:
  - ❑ **Management of Time**
    - ensuring that the project completes its work on time;
    - scheduling the use of resources;
    - re-scheduling the project in the light of experience;
    - predicting problems before they arise.
  - ❑ **Management of People** (more important for collective projects)
    - ensuring that people are available at the right time;
    - ensuring that the personnel know their roles and can perform their functions properly;
    - managing people's expectations;
    - resolving conflicts between people;
    - changing people's roles in the light of experience.
  - ❑ **Management of Other Resources**
    - ensuring that appropriate resources are allocated;
    - ensuring that the appropriate resources are available at the right time;
    - re-allocating resources in the light of experience;
    - tailoring activities to limited resources;
    - making maximum impact with available resources.
- Too often project management is seen as a purely technical subject connected with *planning techniques*: to have effective skills in dealing with people is just as important.
  - ❑ there is a clear plan, time frame, and budget for the project and therefore planning within this is important;
  - ❑ there are clear overall objectives and a time frame in which to achieve them: success will be measured against the ability to meet objectives;
  - ❑ stakeholders (anyone who has an interest in the project) play an important and direct role: a project manager should take into account the specific desires and interests of donors, target groups, and all institutions co-operating in the implementation.
- As a project manager you have to devote yourself to maintaining a balance between *the demands and needs* of:
  - ❑ the project and all its ultimate beneficiaries;
  - ❑ the team and any outside support (technical assistance) contracted to help the project (for the collective projects);
  - ❑ the official institutions of your state, interested in the project or regulating such projects;
  - ❑ the international bodies interested in the project or regulating such projects.
- This produces very wide *expectations* from all the above-mentioned actors, which will require you to demonstrate:
  - ❑ ability to use project management tools;
  - ❑ effective leadership skills;
  - ❑ ability to conform to established procedures, even when the project is experimental;
  - ❑ ability to maintain control in a situation subject to great risks and where all kinds of unpredictable issues can arise;
  - ❑ capacity of conceiving a final target and of following it to the end.
- As *a project conceiver and/or manager* you therefore need to:
  - ❑ manage the team of people who will be part in the project for its whole duration;
  - ❑ identify and manage stakeholders of all descriptions;

- ❑ manage the risks involved in the project and plan the project in an appropriate way;
  - ❑ solve problems as they occur;
  - ❑ ensure an acceptable outcome of the project.
- When accomplishing a project, you always encounter these terms:
  - ❑ **Goals** - overall development to which the programme should contribute;
  - ❑ **Objectives** - positive impact of the programme for the beneficiaries within a particular sector and/or region (the objectives should be **SMART**: specific, measurable, achievable, realistic, time-related);
  - ❑ **Results** - direct benefits of the project in the form of a change in physical parameters, potentials of institutions, behaviour of target group(s), etc;
  - ❑ **Outputs** - tangible products and/or services provided by the project to the direct target groups;
  - ❑ **Implementation Schedule** - sequence of necessary activities for each sub-project in order to produce the proposed outputs;
  - ❑ **Inputs** - means and resources (physical, financial and personal) which are required in order to implement the sub-projects as specified in the implementation schedule of activities;

### *Project Strategy*



- **Project Marketing.** Project marketing means continuous communication with the stakeholders (including project team members) with a view to:
  - ❑ understand what their expectations regarding the project are and how these expectations are evolving during the implementation of the project;
  - ❑ provide them information about project development during the whole project life cycle;
  - ❑ adapt the design and implementation of the project to stakeholders' expectations.
- There are various tools that might be used with a view to communicating effectively with stakeholders:
  - ❑ **communication with the project team members** (for the collective projects);
    - *verbal communication*: state of project presentation, reviews, project discussions;
    - *written communication*: project status report, intermediate report, final report.
  - ❑ **communication with the other stakeholders**:
    - *project newsletters*;
    - *publications*;
    - *info-hotline*;
    - *info-market*;
    - *creative workshops*;
    - *informal discussions*;
    - *press kits*.

A2. Think of a study programme you have and try to name its goals, objectives, results, outputs, implementation schedule and inputs, then put them in the form of the project strategy; also establish a starting date, a finish date and a budget (for your study trips, books etc). Put these data in the following table:

### **GRANT APPLICATION SHEET**

COUNTRY OF CURRENT CITIZENSHIP: \_\_\_\_\_

COUNTRY OF BIRTH: \_\_\_\_\_ DATE OF BIRTH: \_\_\_\_\_ ☐ MALE ☐ FEMALE

NAME: \_\_\_\_\_  
                                     Last                                      First                                      Middle                                      Maiden

ADDRESS: \_\_\_\_\_  
                                     \_\_\_\_\_  
                                     \_\_\_\_\_

CURRENT POSITION/STATUS: \_\_\_\_\_ Since \_\_\_\_\_

CURRENT AFFILIATION: \_\_\_\_\_ Since \_\_\_\_\_

***Academic degrees***

Degree	Major	Date Received	Institution	Country

**FELLOWSHIPS**, Honours, Exhibitions, Extracurricular Activities

**BOOKS, ARTICLES** published by you, especially in your proposed field of study

**PROFESSIONAL SOCIETIES OR ORGANISATIONS** in which you hold membership

**FUTURE PLANS**

**PROPOSED FIELD OF STUDY AND DESCRIPTION OF YOUR STUDY OBJECTIVES**

**DEGREE OBJECTIVE:**

*A3. Think of various ways in which you could make your project known and accomplish a table with the steps you are going to take.*

*A4. Identify the communication tools used in the programme **FIDEL** (Local Development Initiatives Fund), concerning local development initiatives:*

FIDEL's main objective was "building the local institutional capacity which can generate economic growth and employment in the Small-Medium Enterprises sector at the local level". In the period January – April 1997, the team of FIDEL launched an awareness campaign with a view to facilitating the understanding of the implementation mechanisms by various target groups: SME and Local Development Centres, the local representative bodies (entrepreneurs, associations, local administration, prefectures, chambers of commerce, trade unions, private companies, universities etc). The campaign was also aimed at disseminating information concerning local economic initiatives, emphasising the contribution of the SMEs to the prosperity of the regions.

The campaign started with 4 workshops addressed to about 80 SME staff, followed by 40 info-workshops, one per county. Overall, some 2,000 participants attended the info-workshops. Each info-workshop had a 3 hours duration and was followed by a cocktail. Each participant received a set of materials, including:

- a 6 pages leaflet on FIDEL overall;
- a 12 pages brochure on "What are the local initiatives?";
- a newsletter to be used during the FIDEL programme.

Each info-workshop consisted of a 40 minutes presentation (delivered with the help of a presentation kit – a set of 15 coloured slides), followed by a discussion. The cocktail proved to be very useful, since it was a good opportunity for the participants to know each other, to promote their ideas and to get feedback from the others.

Special attention was given to delivering information to the media through press kits and interviews with journalists. A media database was elaborated as a prerequisite to the campaign. The result of this sustained action was a significant coverage of programme objectives and mechanisms. As a consequence, about 120 articles were published by the local press and over 100 newscasts and interviews were broadcast by the radio and TV stations. Press articles included news stories, follow-up articles and interviews with the team representatives. News stories focused on announcing the topic, participants and available financing. The follow-up articles used mainly FIDEL press materials, published with slight or no changes in most cases. The headlines picked up keywords like: FIDEL, Phare, local economic development, support to SMEs. The articles reinforced ideas such as: FIDEL as a chance for local/regional development; SME as a main development agent at the local level; Phare support to the local economic development. The indicators of the success of the awareness campaign were:

- about 700 letters of intention to participate in the programme;
- about 400 participants in the courses on local economic development;
- 102 project proposals submitted to the first evaluation session in August 1997.

## B. The Article.

*B1. Read and bear in mind the following theories about the article in the English language. Pay attention especially to the lack of article and to the situations in which the usage of the article in Romanian differs from the usage of the article in English.*

a. **Definition.** The article is a grammar tool which mainly serves to the individualisation of the objects on which the speaker or the writer places its attention.

b. **Form.** There are two types of article in the English language.

- *the definite article **the*** (which is pronounced [ðə] if the noun that follows it begins with a consonant and [ði] if the noun that follows it begins with a vowel); the sounds [w] and [j] (examples: wife, university) are considered semivowels and function as consonants, thus having the article read [ðə] in front of the nouns beginning with them; in the plural, the nouns receive the same form of the article as in the singular; the translation of this article into Romanian is “articolul hotărât”, placed at the end of the noun;

Examples: the man, the teacher - [ðə]; omul, profesorul

the idea, the eye - [ði]; ideea, ochiul

- *the indefinite article **a, an*** (“a” [ə] if the noun that follows it begins with a consonant or semivowel, “an” [ən] if the noun that follows it begins with a vowel); at the plural, the nouns do not receive an indefinite article; the translation of this article into Romanian is “articolul nehotărât”, placed at the beginning of the noun.

Examples: a man, a teacher - [ə]; un om, un profesor

an idea, an eye - [ən]; o idee, un ochi

*Observations:*

- there is no special mark for the article in the case of the feminine, masculine or neuter gender of the noun;
- when placed in front of a group *adjective + noun*, the article takes into account what the adjective has as first letter, a consonant or a vowel (a good child, an old tree).

- **The definite article** has the following roles:

- i. *to individualise certain known objects which have specific features and attributes;*

Example: The nice girl over there is my niece.

- ii. *to show that certain objects have been previously mentioned or are unique;*

Examples: The door is shut, but the windows are open.

Thank you for the audition.

- iii. *Sometimes the definite article can have the function of an adverb, if it stays near an adjective or an adverb;*

Examples: The sooner, the better!

He has had a rest and feels the better.

*Observation:*

The definite article can be used together with various parts of speech: *the cardinal numeral* (the Big Five – cele cinci mari puteri, the Eleven – echipa de unsprezece jucători), *the ordinal numeral* (the first son), *the adjective* (the beautiful), *the comparison* (Pliny the Younger), *the superlative* (the nicest), *a verb in the participle or in the gerund* (the contented, the smiling), *a noun* (the wine, the piano).

- **The indefinite article** has the following roles:

- i. *to show an ordinary object from a species or a category;*

Examples: At the meeting a man rose and demanded the floor.

A Mr. Smith has called.

- ii. *to accompany the titles, professions, jobs and nationalities* (it is not used in this case in the Romanian language);

Examples: She became a teacher. (S-a făcut profesoară)

I am an Englishman. (Sunt englez)

- iii. *to accompany the numerals **hundred, thousand, million, score**, the adjectives **little and few**, as well as the adverbs **without, such and what** (with exclamatory meaning);*

Examples: A hundred men attended the show.

A few persons came to the meeting.

Such a brilliant idea should be followed. What an idea!

- iv. *to accompany a noun preceded by the conjunctions **as and no less...than...**;*

Examples: The children used the chair as a locomotive.

He was no less a man than the mayor himself.

*Observation:*

There are certain expressions in which there is no article in Romanian and there is an indefinite article in English: as a reward (ca răsplată), at a distance (la distanță), a long/short time (multă/scurtă vreme), in a loud/low voice (cu voce tare/scăzută), on an average (în medie), on a large/small scale (pe scară largă/redusă), on an equal footing (pe picior de egalitate), it's a pity (e păcat), to be in a hurry (a fi grăbit), to be in a position (a fi în situația), to have an answer (a avea răspuns), to have an appetite (a avea poftă de mâncare), to have a fancy for (a avea chef de), to have an opportunity (a avea prilejul), to have a right to (a avea drept la), to have a talent for (a avea talent la), to keep it a secret (a ține secret), to keep up a correspondence (a întreține corespondența), to make a fire (a face foc), to make a fortune (a face avere), to make a noise (a face zgomot), to make a fuss (a face caz), to send an answer (a trimite răspuns), to take a seat (a lua loc), to go for a walk (a merge la plimbare).

- ***The lack of the article.*** There are situations in the English language in which, for various reasons, there is no article attached to the nouns at all. The most important situations are the following:

i. *the article is deliberately omitted, for concision or stylistic effects (in the titles of the mass-media articles, in the legends of the schemes, in the scientific style, in advertising, posters etc.);*

Examples: Revealed: secret plan to shift billions from south to north (title of article from *The Sunday Times*)

Prudential stakeholder pensions. They won't turn your hair grey (advertisement from *The Sunday Times*)

Invasion of Scotland (title of a chapter)

North door of screen. Inner face. (legend of an illustration)

ii. *the article is not used for the uncountable nouns in the singular (names of matters or abstract masses):* coffee, milk, furniture, advice, health, progress etc.;

Examples: I prefer coffee in the morning.

Go get help before it's too late!

iii. *the article is not used with the countable nouns in the plural;*

Examples: Vic is mad about cars.

I like to drink tea out of China cups.

iv. *the article does not accompany the nouns having generic meaning, with a high degree of generality;*

Examples: Chocolate is what I like best (any kind of chocolate). The white chocolate is my favourite (a certain type of chocolate). Give me a chocolate, please! (one piece out of the series).

v. *certain nouns like bed, break (pauză), camp, church, college, court, harbour, home, hospital, jail, mass, market, port, prison, school, sea, shore, table, town, work, used in certain phrases, do not receive an article, when we refer to the notion, to the abstract meaning;*

Examples: to lie in bed; to learn in break; to break up camp; to have been to college; to bring into court; to leave harbour; away from home; to admit to hospital; to take to market; to reach port; to send to prison; to leave school; to put to sea; to sit down to table; to live in town; to leave town; to cease work (as well as these nouns used after the verbs *to go to* and *to be in/at*).

*Observation:* we use the definite article when we refer to the concrete meaning of these nouns.

Examples: They looked at the bed; it was empty.

The college stood at a crossroads.

vi. *the names of the meals of the day are not used with an article if they have abstract meaning and are used with a definite article if they have concrete meaning;*

Examples: Breakfast is my favourite meal. She put the breakfast on the table.

Come to lunch tomorrow. The lunch was getting cold.

vii. *the means of locomotion are used after the verbs to go, to come, to leave, to travel followed by the preposition by (Romanian: cu) without an article;*

Examples: I sent the parcel by air.

They left for London by train.



*Observation:* The same nouns (bicycle, boat, bus, car, plane, taxi, train, tube, underground) receive a definite article if they are placed after other verbs and other prepositions (in, on) or if the notion is concrete;

Examples: She took the tube to Oxford Circus.

We had lunch on the train.

viii. *the proper nouns of persons and animals, as well as the common nouns assimilated to them (family members, close friends etc.) do not have an article;*

Examples: Is Tom at school now?

Father is in now.

*Observations:*

- the proper nouns in the plural are accompanied by the definite article;  
Example: I met the Browns at the concert.
- the proper nouns which have become common nouns receive the definite article;  
Example: I was driving the Austin (the type of car).
- the proper nouns having an attribute or an attributive sentence receive the definite article;  
Examples: The famous John Galsworthy.  
The Ann I married was not the Ann I had known in my childhood.
- the proper nouns accompanied by titles do not have an article.  
Examples: Miss Smith, colonel Brown, dr. Robinson, King Lear, Prince Charming

ix. *the geographic names (continents, countries, regions, towns, mountains, islands, streets, parks, palaces, abbeys, public places) usually do not receive an article;*

Examples: Europe, Great Britain, London, Piccadilly

*Exceptions:*

- certain countries, regions and cities: the Argentine, the Congo, the Sudan, the Ukraine, the Peloponnese, the Levant, the Transvaal, the Riviera, the Ruhr, the Tyrol, the Hague;
- oceans, seas and rivers: the Atlantic, the Pacific, the Baltic, the Mediterranean, the Suez Canal, the English Channel, the Thames, the Danube, the Nile;
- certain mountains, countries, regions and islands which are in the plural: the Alps, the Pennines, the Rockies, the Americas, the United States of America, the West Indies, the East Indies, the Netherlands, the Balears, the Bermudes;
- a common noun determined by a proper geographic noun or an adjective: the British Empire, the Soviet Union, the Basque Provinces, the Persian Gulf, the Como Lake, the Isle of Wight, the Sahara Desert, the British Museum, the Green Park.

x. *the names of days, months, years, seasons, celebrations do not usually receive articles, except for the situations in which they express a specific item;*

Examples: The lectures start on Monday. On the Monday they agreed upon (that specific day) he went to work.

I like spring. He goes on holiday in the summer. In the winter of 1941, he got married.

xi. *the names of languages are not used with an article, except for the case in which they are used as determinants of other nouns;*

Examples: My native tongue is Romanian. The English language is not difficult.

xii. *the names of **the matters of study, sports and games** do not receive article, except for the case in which they are individualised through an attribute;*

Examples: I learn chemistry. He wants a book on the organic chemistry.

xiii. ***adverbial or verbal phrases with abstract meaning** do not receive article:* at best, at worst, at hand, at sight, by hand, by heart, in honour of, on condition that, on foot, to be of opinion, to be at sea, to change colour, to change sides, to declare war, to find employment, to lose courage, to send word, to strike work;

xiv. ***the compound words** do not receive article:* downhill, indoors, upstairs, outside, upside-down, up to date;

xv. *in **symmetric constructions** we use the zero article:* from beginning to end, from hand to mouth, from head to foot, from right to left, from time to time, from top to bottom, arm in arm, day by day, hand in hand, shoulder to shoulder, husband and wife, year in year out, over mountain and plain;

xvi. *if the **noun** is **determined by a possessive or demonstrative adjective**, it does not receive an article:* my baby, their children, that mountain, these towns.

*B2. Do the following exercises:*

*a. Fill in the free spaces with articles whenever necessary:*

1. Peter Hill, who is ... professor of history at ... University of Chicago, signed ... article.
2. They generally have ... breakfast at 8 o'clock.
3. It is not visible at ... night.
4. ... beauty is skin deep.
5. ... milk she bought was sour.
6. ... Romania lies in ... East of ... Europe.
7. He translated the book from ... English into ... Romanian.
8. Is ... German language difficult to learn?
9. ... Washington D.C. is ... capital of ... United States of America.
10. Open ... book at ... page ten and read ... question.
11. ... foxes are not ... domestic animals.
12. She goes to school in ... morning.
13. Is your father ... worker?
14. ... dog is ... domestic animal.
15. ... Mississippi is ... largest river in ... North America.
16. It takes me ... hour to get to ... London.
17. How many times ... week do you have ... Physics?
18. Do you like ... music?
19. I can play both ... piano and ... violin.
20. What ... kind girl she is!

*b. Identify the errors in the following sentences:*

1. The happiness means different things to different people.
2. Breads are expensive in the grocery store at the corner.
3. When you open the doors, airs will circulate better.
4. I like my tea with the milk.
5. Dr. Bradley will receive special honour at the graduation.
6. She needs to find a work.

c. *Translate into English:*

A. 1. O duzină de ace costă un penny. 2. Trebuie să vorbești cu voce tare. 3. Dunărea traversează mai multe țări europene. 4. Mierea este dulce. 5. Prietena mea este în vacanță la mare. 6. Copiilor le plac foarte mult jocurile. 7. La școală studiem istoria poporului român. 8. Presa scrisă, radioul și televiziunea au rol educativ. 9. La papetărie se vând stilouri, creioane, gume și cerneală. 10. A trebuit să stau în pat o săptămână anul trecut când am avut gripă.

B. „Așadar, să întorc lumii spatele. De ce să nu încerc? Am văzut atâția oameni care au intrat în lume și s-au pierdut acolo.

Imposibilitatea de a face orice.

Nu v-a fost niciodată frică? N-ați avut niciodată o frică, așa, fără conținut, o frică formală, frică de tot, groază de a încerca cel mai mic lucru? Nu întinde mâna. Nu fă pasul acesta. Nu te du, să nu te duci acolo! Va fi rău. Ce? Nu știi. Va fi rău, atâta îți spun.” (Constantin Noica, *Mathesis sau bucuriile simple*)

B3. *Fill in the article whenever necessary in the following text. Then, translate it into Romanian.*

“No one else in New York had so accomplished ... cook, such smoothly running service, ... dinner table so softly yet brightly lit, or such skill in grouping about it persons not only eminent in wealth or fashion, but likely to find pleasure in each other’s society.

... intimate reunion, of ... not-more-than-the-Muses kind, was not Pauline’s affair. She was aware of this and seldom made ... attempt – though when she did, she was never able to discover why it was not ... success. But in ... organising and ... administering of ... big dinner she was conscious of mastery. Not ... stupid big dinner of old days when ... “crowned heads” used to be treated like ... caste apart, and everlastingly invited to meet each other through ... whole monotonous season: Pauline was too modern for that. She excelled in ... judicious blending of ... Wall Street and ... Bohemia, and her particular art lay in the selection of ... latter element. Of course there were Bohemians and ... Bohemians; as she had once remarked to Nona, people weren’t always amusing just because they were clever, or dull just because they were rich – though at ... last clause Nona had screwed up her nose incredulously” (*Twilight Sleep*, by **Edith Wharton**)

B4. *Use the following phrases containing the zero article in sentences of your own:*

at random, at night, hand in hand, for good, by train, side by side, by mistake, at dusk, by night, on foot, face to face, to keep in mind, in order of, beyond hope, to catch fire

C. The American nation was formed from a mixture of populations and conceptions. The subtle but profound changes that occurred when Europeans moved to the New World were hardly self-willed. Most of the settlers came hoping for a more bountiful existence, and sometimes also for non-materialistic reasons, such as the opportunity to practice their religions in ways barred to them at home. For some whose alternative was prison and execution, there was really no choice. Still, even the most rebellious or alienated seldom intended to develop an entirely new civilisation; rather, they wished to reconstruct the old on terms more favourable to themselves. There did not result a single American “type”, as there was no systematic selection of particular kinds of Europeans as colonisers. Settlers came from every walk of life in rough proportion to their number in Europe (if we exclude the highest social strata). The question: *why did America become something more than another Europe?* can not receive any other answer but that it was a long and complex process, comprising the whole history of this great nation.

C1. Read and translate the famous **Declaration of Independence** of the American people. Comment on the means used for convincing the whole world that the British administration was unjust and that the Americans deserved to be a free nation. Recognise and discuss the most important ideas of the Enlightenment in what concerns the laws and governing. Explain why certain words were written in capital letters. Find your own bibliography about this document and find out more information about the lives and thought of the fathers of the American nation, the personalities who signed the act.



*A detail from John Trumbull's "Declaration of Independence" portrays the five-men drafting committee presenting its handiwork to the Congress: from left, John Adams, Roger Sherman, Robert Livingston, Thomas Jefferson and Benjamin Franklin. Trumbull's composition "ranks" the contributors, with Jefferson dominating.*

### ***The Declaration of Independence as Adopted by the Congress***

In Congress, July 4, 1776

### ***The Unanimous Declaration of the Thirteen United States of America***

When in the Course of human events, it becomes necessary for one people to dissolve the political bonds which have connected them with another, and to assume among the powers of the earth, the separate and equal station to which the Laws of Nature's God entitle them, a decent respect to the opinions of mankind requires that they should declare the causes which impel them to the separation. We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable Rights, that among these are Life, Liberty and the pursuit of Happiness. That to secure these rights, Governments are instituted among Men, deriving their just powers from the consent of the governed. That whenever any Form of Government becomes destructive of these ends, it is the Right of the People to alter or to abolish it, and to institute new Government, laying its foundation on such principles and organizing its powers in such a form, as to them shall seem most likely to effect their Safety and Happiness. Prudence, indeed, will dictate that Governments long established should not be changed for light and transient causes; and accordingly all experience hath shewn, that mankind are more disposed to suffer, while evils are sufferable, than to right themselves by abolishing the forms to which they are accustomed. But when a long train of abuses and usurpations, pursuing invariably the same Object evinces a design to reduce them under absolute Despotism, it is their right, it is their duty, to throw off such Government, and to provide New Guards for their future security. Such has been the patient sufferance of these Colonies; and such is now the necessity which constraints them to alter their Systems of Government. The history of the present King of Great Britain is a history of repeated injuries and usurpations, all having in direct object the establishment of an absolute Tyranny over

these States. To prove this, let Facts be submitted to a candid world. He has refused his Assent to Laws, the most wholesome and necessary for the public good. He has forbidden his Governors to pass Laws of immediate and pressing importance, unless suspended in their operation till his Assent should be obtained; and when so suspended, he has utterly neglected to attend to them. He has refused to pass other Laws for the accommodation of large districts of people, unless these people would relinquish the right of Representation in the Legislature, a right inestimable to them and formidable to tyrants only. He has called together legislative bodies at places unusual, uncomfortable, and distant from the depository of their public Records, for the sole purpose of fatiguing them into compliance with his measures. He has dissolved Representative Houses repeatedly, for opposing with many firmness his invasions on their rights of the people. He has refused for a long time, after such dissolutions, to cause others to be elected; whereby the Legislative powers, incapable of Annihilation, have returned to the People at large for their exercise; the State remaining in the meantime exposed to all the dangers of invasion from without, and convulsion within. He has endeavoured to prevent the population of these States; for that purpose obstructing the Laws for Naturalization of Foreigners; refusing to pass others to encourage their migration hither, and raising the conditions of new Appropriations of Lands. He has obstructed the Administration of Justice, by refusing his Assent to Laws for establishing Judiciary powers. He has made Judges dependent on his Will alone, for the tenure of their offices, and the amount and payment of their salaries. He has erected a multitude of New Offices, and sent hither swarms of Officers to harass our people, and eat out their substance. He has kept among us, in times of peace, standing Armies without the Consent of our legislatures. He has affected to render the Military independent of and superior to the Civil power. He has combined with others to subject us to a jurisdiction foreign to our constitution, and unacknowledged by our laws; giving his Assent to their Acts of pretended Legislation: for Quartering large bodies of armed troops among us: For protecting them, by a mock Trial, from punishment for any Murders which they should commit on the Inhabitants of these States: For cutting off our Trade with all parts of the world: For imposing Taxes on us without our Consent: For depriving us in many cases of the benefits of Trial by Jury: For transporting us beyond Seas to be tried for pretended offences: For abolishing the free System of English Laws in a neighbouring Province, establishing therein an Arbitrary government, and enlarging its Boundaries so as to render it at once an example and fit instruments for introducing the same absolute rule into these Colonies: For taking away our Charters, abolishing our most valuable Laws, and altering fundamentally the Forms of our Government: For suspending our own Legislatures, and declaring themselves invested with power to legislate for us in all case whatsoever. He has abdicated Government here, by declaring us out of his Protection and waging War against us. He has plundered our seas, ravaged our coasts, burnt our towns, and destroyed the Lives of our people. He is at this time transporting large Armies of foreign Mercenaries to complete the works of death, desolation and tyranny, already begun with circumstances of Cruelty and Perfidy scarcely paralleled in the most barbarous ages, and totally unworthy the Head of a civilized nation. He has constrained our fellow Citizens taken captive on the high Seas to bear Arms against their Country, to become executioners of their friends and Brethren, or to fall themselves by their Hands. He has excited domestic insurrections among us, and has endeavoured to bring on the inhabitants of our frontiers, the merciless Indian Savages, whose known rule of warfare, is an undistinguished destruction of all ages, sexes and conditions. In every stage of these Oppressions We have Petitioned for Redress in the most humble terms: Our repeated Petitions have been answered only by repeated injury. A Prince whose character is thus marked by every act which may define a Tyrant, is unfit to be the ruler of a free people. Nor have we been wanting in attentions to our British brethren. We have warned them from time to time of attempts by their legislature to extend an unwarrantable jurisdiction over us. We have reminded them of the circumstances of our emigration and settlement here. We have appealed to their native justice and magnanimity, and we have conjured them by the ties of our common kindred to disavow these usurpations, which would

inevitably interrupt our connections and correspondence. They too have been deaf to the voice of justice and consanguinity. We must, therefore, acquiesce in the necessity, which denounces our Separation, and hold them, as we hold the rest of mankind, Enemies in War, in Peace Friends.

We, therefore, the Representatives of the united States of America, in General Congress, Assembled, appealing to the Supreme Judge of the World for the rectitude of our intentions, do, in the Name, and by Authority of the good People of these Colonies, solemnly publish and declare, That these United Colonies are, and of right ought to be Free and Independent States; that they are Absolved from the Allegiance to the British Crown, and that all political connection between them and the State of Great Britain, is and ought to be totally dissolved; and that as Free and Independent States, they have full Power to levy War, conclude Peace, contract Alliances, establish Commerce, and to do all other Acts and Things which Independent States may of right do. And for the support of this Declaration, with a firm reliance on the protection of divine Providence, we mutually pledge to each other our Lives, our Fortunes and our sacred Honor.

*\*The King of the United Kingdom at that time was George III, who reigned between 1760-1820*

*\*The Quebec Act (1774) recognised the Roman Catholic Religion in Quebec and extended the province's boundaries to the Ohio River. This is the neighbouring province about which the text speaks.*

*\*The mercenaries were German soldiers hired by the British*

*C2. Translate and comment upon the following text establishing the historical conditions which led to the issuing of the **Declaration of Independence**. Were the reasons for separation economic or political?*



*Outraged at the Stamp Act in 1765, which implemented a direct tax on all kinds of printed matter, many angry mobs torched the stamps as an act of protest.*

The British colonies were part of a great empire that was part of a still larger world. Seemingly isolated in their remote communities, scattered like a broken string of beads between the wide Atlantic and the trackless Appalachian forests, Americans were constantly affected by outside events both in the Old world and in the New. Under the spell of mercantilistic logic, the Western European nations competed fiercely for markets and colonial raw materials. War – hot and cold, declared and undeclared – was almost a permanent condition of the seventeenth and eighteenth centuries, and when the powers clashed they fought wherever they could get at one another, in America, Europe and elsewhere.

On the American land there took place various stages of the Anglo-French war for domination, then many battles between the inhabitants and the native Indians. For example, in 1752, the French armies attacked the American fort Pickawillany in the Miami county, and drove the American traders back into Pennsylvania; the Anglo-Americans had to fight back and lieutenant George Washington was one of the heroes. Apparently only Great Britain could deal with those problems and rivalries, for when Benjamin Franklin proposed a rudimentary form of colonial union – the Albany Plan of 1754 – it was rejected by almost everyone.

Unfortunately, the British government did not rise to the challenge. A handful of aristocrats (fewer than 150 peers were active in government affairs) dominated British politics, and they were more concerned with local offices and personal advantage than with large questions of policy. King George III was an inept politician and the victim of frequent bouts of illness. Even the best-

educated English leaders were monumentally ignorant of American conditions. Most of them insisted that colonials were uncouth and generally inferior beings. General Wolfe characterised colonial troops as the “most contemptible cowardly dogs you can conceive”, and another English officer, annoyed by their unsanitary habits, complained that they “infect the air with a disagreeable stink”. The Britishers failed to understand that colonial soldiers were volunteers who had formally contracted to serve under specific conditions. Many English people resented Americans simply because the colonies were rapidly becoming rich and powerful. As early as 1751, Benjamin Franklin predicted that in a century “the greatest number of Englishmen will be on this Side of the Water”.

Parliament had never attempted to raise a revenue in America. “Compelling the colonies to pay money without their consent would be rather like raising contributions in an enemy’s country than taxing Englishmen for their own benefit”, Benjamin Franklin wrote. Sir Robert Walpole, initiator of the policy of salutary neglect, recognised the colonial viewpoint. He responded to a suggestion that parliament should tax the colonies by saying: “I will leave that for some of my successors, who may have more courage than I have”.

Nothing was done until 1759, when British victory over the French made ultimate triumph sure. Then a general tightening of imperial regulations began. In Massachusetts there started to be used writs of assistance (warrants) which enabled customs officers to search for smuggled goods in any house or warehouse, invasion of privacy resented by most Americans. After the last battles with the Indians, in 1763, the British government placed 15 regiments at the frontier and interdicted any settler to cross the Appalachian divide and trade with the Indians or purchase Indian land, proclamation which raised much indignation in America, as it meant restricting commerce. In 1764 the British parliament passed the so-called “Sugar Act”, placing tariffs on sugar, coffee, wines and other things imported into America in substantial amounts. Taxes on the European products imported by way of Great Britain were doubled and the enumerated list was extended to include iron, raw silk and potash. Those accused of violating the Sugar Act were to be tried before British naval officers in vice-admiralty courts. The Sugar Act and the decision to restrict the printing of paper money in the colonies disturbed Americans deeply. Throughout the eighteenth century the local assemblies had issued paper currency in anticipation of tax payment to finance emergencies such as war, so Americans received this decision as an attempt to attack the power of these assemblies. The Navigation Act established duties for the American merchants, who were not prepared to pay for their trades. “If our Trade may be taxed why not our Lands?” the Boston town meeting asked.

Later on, the Stamp Act placed stiff excise taxes on all kinds of printed matter – newspapers, legal documents, licenses, even playing cards, so the Americans felt their civil liberties were being restricted. Protests increased, as that was considered a direct taxation. Virginia took the lead, with Patrick Henry, in May 1765. On 6<sup>th</sup> June the Massachusetts assembly proposed an inter-colonial Stamp Act Congress, which met in New York city in October, making the protests flame. In Boston and Connecticut, riots ended in violence. The stamps were printed in England and shipped to stamp masters (all Americans) in the colonies before 1<sup>st</sup> November, the date the law was to go into effect. The New York stamp master resigned, but the stamps were stored in the city under military guard. Radicals distributed placards reading: “The first Man that either distributes or makes use of Stamp Paper let him take care of his House, Person and Effects”. Besides refusing to use stamps, Americans responded by boycotting British goods (non-importation agreements).

The great controversy over the constitutional relationships of colonies to mother country was only beginning. Among the Americans, discussions about sovereignty, representation and constitution started to agitate the spirits.

In June 1767, the chancellor of the exchequer, Charles Townshend, introduced a series of levies on grass, lead, paints, paper and tea imported from the colonies. Americans responded with a new boycott of British goods. In 1768, the Massachusetts General Court sent the legislature of the other

colonies a “Circular Letter”, expressing the “humble opinion” that the Townshend Act imposing duties on people represents “Infringements of their natural and constitutional Rights”. The British ordered the governor to dissolve the legislature. Americans were again revolted. The British soldiers killed five people in Boston, during the protests, which infuriated the population.

In the spring of 1773 an entirely unrelated event precipitated the final crisis. The British East India Company, holding a monopoly of all trade between India and the rest of the empire, in a state of bankruptcy, was sold to British wholesaler. They in turn sold it to American wholesalers, who distributed it to merchants for sale to the consumer. A substantial British tax was levied on the tea as well as the three-penny Townshend duty. Then the Prime Minister Lord North decided to remit the British tax and to allow the company to sell directly in America through its own agents, this representing a sharp reduction of the retail price. The Americans appreciated the dangers of the decision. If Parliament could grant monopoly of a company, it could parcel out any part of American commerce to whomever it pleased. Public indignation was so great in New York and Philadelphia that when the tea ships arrived the authorities ordered them back to England without attempting to unload. In Boston the colonists dumped the hated tea into the harbour. Parliament responded in the spring of 1774 by passing the Coercive Acts. The Boston Port Act closed the harbour of Boston to all commerce until its citizens paid for the tea. The Administration of Justice Acts provided for the transfer of cases to courts outside Massachusetts when the governor felt that an impartial trial could not take place within the colony. The Massachusetts Government Act revised the colony’s charter drastically, strengthening the power of the governor, weakening the local town meetings. These were unwise laws – they cost Great Britain an empire.

Americans opposed the “Quartering Acts”, comprising the Coercive Acts and the Quebec Act (giving the province an authoritarian and centralised government), so that the American Revolution began.

*C3. Read and comment upon the following text from the **Autobiography** of Thomas Jefferson, the one who wrote the **Declaration of Independence**, who recalls the agitated atmosphere before the revolution:*



*The Massachusetts Patriots attacked by the British army at Lexington.*

The next event which excited our sympathies for Massachusetts was the Boston port bill, by which that port was to be shut up on the 1<sup>st</sup> of June, 1774. This arrived while we were in session in the spring of that year. The lead in the house on these subjects being no longer left to the old members, Mr. Henry, R. H. Lee, Fr. L. Lee, three or four other members, whom I do not recollect, and myself, agreeing that we must boldly take an unequivocal stand in the line with Massachusetts, determined to meet and consult on the proper measures in the council chamber, for the benefit of the library in that room. We were under conviction of the necessity of

arousing our people from the lethargy into which they had fallen as to passing events; and thought that the appointment of a day of general fasting and prayer would be most likely to call up and alarm their attention. No example of such a solemnity had existed since the days of our distresses in the war of 55, since which a new generation had grown up. With the help therefore of Rushworth, whom we rummaged over for the revolutionary precedents and forms of the Puritans of that day, preserved by him, we cooked up a resolution, somewhat modernizing their phrases, for appointing the 1<sup>st</sup> day of June, on which the Port bill was to commence, for a day of fasting, humiliation and prayer, to implore heaven to avert from us the evils of civil war, to inspire us with firmness in support of our rights, and to turn the hearts of the King and parliament to moderation and justice. To give greater emphasis to our proposition, we agreed to wait the next morning on Mr. Nicholas,



whose grave and religious character was more in unison with the tone of our resolution and to solicit him to move it. We accordingly went to him in the morning. He moved it the same day; the 1<sup>st</sup> of June was proposed and it passed without opposition. The Governor dissolved us as usual. We retired to the Apollo as before, agreed to an association, and instructed the committee of correspondence to propose to the corresponding committees of the other colonies to appoint deputies to meet in Congress at such place, annually, as should be convenient to direct, from time to time, the measures required by the general interest: and we declared that an attack on any one colony should be considered as an attack on the whole. This was in May. We further recommended to the several counties to elect deputies to meet at Wmsbg. the 1<sup>st</sup> of August ensuing, to consider the state of the colony, and particularly to appoint delegates to a general Congress, should that measure be acceded to by the committees of correspondence generally. It was acceded to, Philadelphia was appointed for the place, and the 5<sup>th</sup> of September for the time of meeting. We returned home, and in our several counties invited the clergy to meet assemblies of the people on the 1<sup>st</sup> of June, to perform the ceremonies of the day, and to address to them discourses suited to the occasion. The people met generally, with anxiety and alarm in their countenances, and the effect of the day thro' the whole colony was like a shock of electricity, arousing every man and placing him erect and solidly on his centre. They chose universally delegates for the convention. Being elected one for my own county I prepared a draught of instructions to be given to the delegates whom we should send to the Congress, and which I meant to propose at our meeting. In this I took the ground which, from the beginning I had thought the only one orthodox or tenable, which was that the relation between Great Britain and these colonies was exactly the same as that of England and Scotland after the accession of James and until the Union, and the same as her present relations with Hanover, having the same Executive chief but no other necessary political connection; and that our emigration from England to this country gave her no more rights over us, than the emigrations of the Danes and Saxons gave to the present authorities of the mother country over England. In this doctrine, however, I had never been able to get any one to agree with me but Mr. Wythe. He concurred in it from the first dawn of the question, What was the political relation between us and England? Our other patriots, Randolph, the Lees, Nicholas, Pendleton, stopped at the half-way house of John Dickinson who admitted that England had a right to regulate our commerce, and to lay duties on it for the purposes of regulation, but not of raising revenue. But for this ground there was no foundation in compact, in any acknowledged principles of colonization, nor in reason: expatriation being a natural right, and acted on as such, by all nations, in all ages. I set out for Wmsbg. some days before that appointed for our meeting, but was taken ill of dysentery on the road, and unable to proceed. I sent on therefore to Wmsbg. two copies of my draught, the one under cover to Peyton Randolph, who I knew would be in the chair of the convention, the other to Patrick Henry. Whether Mr. Henry disapproved the ground taken, or was too lazy to read it (for he was the laziest man in reading I ever knew) I never learned: but he communicated it to nobody. Peyton Randolph informed the convention he had received such a paper from a member prevented by sickness from offering it in his place, and he laid it on the table for perusal. It was read generally by the members, approved by many, but thought too bold for the present state of things; but they printed it in pamphlet form under the title of "*A Summary view of the rights of British America*". It found its way to England, was taken up by the opposition, interpolated a little by Mr. Burke so as to make it answer opposition purposes, and in that form ran rapidly thro' several editions. This information I had from Parson Hurt, who happened at the time to be in London, whether he had gone to receive clerical orders. And I was informed afterwards by Peyton Randolph that it had procured me the honor of having my name inserted in a long list of proscriptions enrolled in a bill of attainder commenced in one of the houses of parliament, but suppressed in embryo by the hasty step of events which warned them to be a little cautious. Montague, agent of the H. of Burgesses in England, made extracts from the bill, copied the names, and sent them to Peyton Randolph. The names I think were about 20, which he repeated to me, but I recollect those only of Hancock, the two Adamses, Peyton Randolph himself,

Patrick Henry, and myself. The convention met on the 1<sup>st</sup> of August, renewed their association, appointed delegates to the Congress, gave them instructions very temperately and properly expressed, both as to style and matter; and they repaired to Philadelphia at the time appointed. The splendid proceedings of that Congress at their 1<sup>st</sup> session belong to general history, are known to every one, and need not therefore be noted here. They terminated their session on the 26<sup>th</sup> October, to meet again on the 10<sup>th</sup> May ensuing. The convention, at their ensuing session of March, '75, approved of the proceedings of Congress, thanked their delegates and re-appointed the same persons to represent the colony at the meeting to be held in May: and foreseeing the probability that Peyton Randolph, their president and Speaker also of the H. of B., might be called off, they added me, in that event to the delegation. [...]

*C4. Write an essay of your own about the issuing of the **Declaration of Independence**. Try to identify certain sources of inspiration and influences within the text. Mention the role of the most important American thinkers and politicians of this era in the conception of this document. Explain why the document has remained one of the most important manifestations of democracy.*

#### **D. Vocabulary Practice. American Words.**

*D1. The American words in the sentences below are printed in italics. Replace each American word or phrase with a British word or phrase from the following list:*

fail, flat, trousers, playing truant, bill, holidays, nappies, railway timetable, tap, caretaker, pavement, chemist, post, postman, saloon car, ordinary uniformed policeman, rise.

1. His mother thought he was at school but in fact he was *playing hockey*. He'll probably *flunk* his exams. 2. The kitchen *faucet* in my *apartment* isn't working. I'll tell the *janitor*. He'll get it fixed. 3. Blue-collar workers are asking for a *pay-hike* and longer paid *vacations*. 4. The dog attacked the *mailman* and tore his *pants*. 5. Do you have a *railroad schedule*? I want an early train for Chicago tomorrow. 6. A *patrolman* reported a light-blue *sedan* parked right across the *sidewalk* on 3<sup>rd</sup> Street. 7. She has a little baby so she has to make regular visits to the *drugstore* to buy *diapers*. 8. When the waiter handed me the *check* after the meal, I found that I had no money! 9. How much does it cost to *mail* a letter to Australia?

*D2. The American words in the sentences below are printed in italics. Replace each American word or phrase with a British word or phrase from the following list:*

petrol, jam, underground, specialise (university studies), queue, garden, cinema, maths (mathematics), rubbish, note, petrol station, secondary school, autumn, lift, ground floor, university, sweets, shops, windscreen.

1. We had to *stand in line* at the *movie-theatre* last night. 2. Our back *yard* looks lovely in the *fall*. The leaves on the trees turn brown and red. 3. He wants to *major in math* at *college* when he leaves *high school*. 4. When you stop for *gas* at a *gas station*, they sometimes clean your *windshield*. 5. We had to buy a lot at the *stores*, then we took the *subway* home. 6. The *elevator*'s broken down again, but it doesn't matter. We live on the *first floor*. 7. She likes *candy* and bread and butter with *jelly* on it. They're bad for her teeth. 8. The only money I have is a twenty dollar *bill*. 9. In this district they only collect the *garbage* once a week.

D3. Choose at least five of the following explained American idioms and make sentences of your own with them.

1. *all thumbs* = awkward, especially with one's hands; clumsy
2. *at loggerheads* = in a quarrel; in a fight; opposing each other
3. *(to) beat the band* = at great speed; with a great deal of noise or commotion; with a great deal of effort (used after TO)
4. *(to) beat to the draw / (to) beat to the punch* = to do something before another person has a chance to do it
5. *big frog/fish in a small pond* = someone who is considered to be important in a small place or position; a leader in a small group
6. *(to) blow (toot) one's own horn* = to praise oneself; to call attention to one's skill, intelligence or success; to boast
7. *(to) butt in* = to interfere in other people's business; join in with what other people are doing without asking or being asked
8. *by word of mouth* = from person to person by the spoken word; orally
9. *(to) chicken out* = to stop doing something because of fear; to decide not to do something after having first made a decision to do it
10. *(to) cry over spilled milk* = to cry or complain about something that has already happened; be unhappy about something that has no remedy
11. *down in the dumps* = dejected; gloomy; sad or discouraged
12. *eager beaver* = a person who is always eager to work or do anything about what is necessary, sometimes to win the favour of a superior
13. *flat broke* = having no money
14. *(to) give/lend an ear to* = to listen to
15. *green thumb* = a talent for gardening; ability to make things grow

D4. Choose at least two of the following explained American idioms and make a dialogue of your own with them.

1. *gift of gab* = skill in talking; ability to make interesting conversation that people believe
2. *(to) give a hard time* = to complain; give trouble by what one says or does; scold
3. *(to) hang in the balance* = to have two possible results of equal importance; to be in doubt; to be uncertain
4. *(to) take it easy / (to) take things easily* = to act or go slowly, carefully and gently (often used with ON)
5. *uptight* = worried, irritated, excessively eager or anxious



## IX. THE AMERICAN CONSTITUTION

### A. The Life Cycle of a Project.

As any product, as any human artefact, the project has a development starting from birth (the conception of ideas, their first attempts to be put into practice), continuing with childhood (the way in which it is written, put on the paper), maturity (accomplishment, implementation) and old age (obtaining results, assessment, evaluation). But, unlike for human life, this development can be taken from the beginning again and again, when opportunities occur.

*A1. Read and bear in mind the following theories about the life cycle of a project. Always think of the English terms, as well as for the situations in which you would need to make use of these notions:*

As already mentioned, every project has a life cycle: in other words, very different types of activities take place at different times during its execution. Clearly, every project is different. The following is an attempt to break down the project life cycle into different phases for the purpose of discussion. This model is in some ways too simple, since there is some interaction between these phases.

#### ***1. Identification, Analysis and Formulation***

This phase is one of identifying the problems which need to be addressed and analysing the ways in which they can be addressed. It corresponds to the preparation of certain proposals for the stakeholders and the official institutions, including a financial proposal, as well as documentation. This stage would include, for example:

- analysis of existing situation;
- problem/needs identification;
- problem analysis;
- prioritisation of issues;
- decision on whether a project is appropriate;
- definition of the project idea;
- consultation with stakeholders;
- establishment of overall objectives.

In the process of ***identification, analysis and formulation***, setting objectives and analysing the real needs is an essential part of project design, particularly since it is at this stage that alternative designs and formulations are considered. In many cases, programmes are designed on the basis of justifying an existing project idea by finding goals which are acceptable to the project.

a. *Needs analysis and setting objectives.* For the individual projects, this means establishing a bibliography, thinking of the possible results of the research and of the time/money necessary. For the collective projects, selection should proceed on the basis of financial objectives, and there are various procedures for examining the best solution. We can meet the following difficulties:

- the objectives are set by outside agents (the government or the foreign authorities)
- the objectives are often not financially quantifiable and the budget is a constraint rather than an objective (i.e. the question is how to do the most with a given budget rather than how to achieve a specific objective with the lowest amount of money).

Project management typically consists of balancing three different factors: *time*, *money* / *other resources* and *quality* / *specification*. In many commercial projects the specifications are clearly laid out (the exact specifications of a new road, the requirement of a new computer system etc.), and the time is a constraint (there will be damages to pay if the road is not built by a certain deadline, the computer system has to be up and running for the new financial year etc.) and therefore the major management issue is managing the budget to keep it as low as possible whilst meeting the fixed specifications and the time constraints.

In social and cultural projects the situation is different. The exact objectives are set by the person or team and can be varied, but the budget is generally not at all variable (certainly it cannot be increased) and the time is a constraint, but normally not a very significant one. This means that setting the objectives is extremely important, since these are the flexible part of the system. If the objectives are not well set, the value for money will not be as good as it could have been.

b. *Identification of potential projects*. Ideas and sketches of projects can come from a number of sources, including: internal development; project sponsors; governments and foreign authorities; outside experts and results of their experience; analysis of the needs in a particular field/sector. This is a very important stage, and for certain institutions which seek rapid development there are specialised departments having only this task.

c. *Analysis of projects*. When potential projects have been identified, they need to be further analysed before being adopted. Some suggestions for the way in which this is done are presented below:

- *prioritise project proposals*. This should be done on: the degree to which projects fit goals; the interest such ideas could raise; the immediate appearance of value for money of projects; the size of the budget relative to the resources available.
- *do research*. Has the project been done before, perhaps in another country? What experiences in other countries / regions / sectors do you know? What basic statistics do you have on the problems you are trying to address? If they don't exist, what estimate can you make? A project is usually needed in order to: test something new (an idea, a mechanism, a service); promote something new; solve a specific problem (give a new perspective to an old idea, train a given number of people, privatise/restructure a company, build a road). We should return to the definition of a project and consider: does it have a defined start and finish date?; does it have a defined budget which is sufficient?; will the actions be repeated in the future?; are the roles of the people involved temporarily or permanently?; is there a real life-cycle to the project or does it have a life of its own?
- *accomplish feasibility studies*. A Feasibility Study is usually required when a programme is identified, but a significantly large number of key issues are still unclear. Under such circumstances, different approaches might be considered. The aim of the Feasibility Study is to check the basic hypotheses, to assess the major assumptions and risks, to explore the possible approaches and to suggest which one is the most appropriate to the respective programme. It is meant to recommend to the decision-makers which is the best way to take in order to reach the objectives and to effectively address the needs of the target group. It has a major role in defining the set of actions to be undertaken, the implementation arrangements and the budget.

*Format*. Although a standard format doesn't exist, it should have the structure presented bellow:

- ***Executive Summary***
- ***Approach of the Consultants***
  - Context of the Feasibility Study
  - Main tasks undertaken

- ❑ ***Sector Background***
  - Environment of the sector (economic, social, political, educational, cultural)
  - Provisions of the Multi-Annual Indicative Programmes for the sector
  - Sector policy and strategies
  - Institutional assessment
- ❑ ***Main Findings***
- ❑ ***Recommended Approach to the Programme***
  - Key issues to be addressed (assumptions, risks, prerequisites)
  - Programme description and implementation arrangements

## ***2. Preparation, Appraisal and Commitment***

This phase is one of defining more clearly the actual project, who will do it, what resources are available, and how it will be divided into different tasks. It includes the issuing of certain written materials in the required way (by filling in a form, writing a proposal within a certain pattern of construction), the description of the desired outputs and methods to achieve them in a strategic plan, as well as the participation in a competition or a tender. This would include:

- specification of objectives and results;
- identifying resources available for the project;
- identifying resources needed for the project;
- design of the project;
- packaging and planning of the project.

***Preparation, Appraisal and Commitment*** consists of ordering the ideas, obtained through the documentation, in a logical and understandable written format, comprising all the required elements, and adding all the additional materials and the signatures of the officials which are necessary. For an individual project, this means filling in a format, giving an account of the future research or analysis, specifying environmental conditions and costs, as well as the benefits of the project. It also means adding a CV and a memorandum of activities, certified diplomas and recommendations from professors and employers. For a collective institutional project, it means conceiving certain documents, like: a Multi-Annual Planning, explaining the life-cycle of the proposed project; a Financing Proposal, which should justify the budgetary allocation and the priorities associated with the budget from a particular year; a Strategic Plan, showing the expected way in which the budget for project will be broken down into small pieces, covering all the proposed activities.

The most important document, ***the Financing Proposal***, consists of the following sections:

- ❑ ***Identification*** – a standard front sheet
- ❑ ***Summary*** – a summary of the key points
- ❑ ***Background*** – the history of the sector and the origin of the programme (the social-economic context, specific aspects of the sector, the related activities)
- ❑ ***Policy and institutional assessment*** – the context in which the programme will operate (for example, the role of the project in the accession to EU)
- ❑ ***Objectives***
- ❑ ***Programme description*** – divided into the most important projects
- ❑ ***Cost and financing plan***
- ❑ ***Implementation arrangements*** – how the programme will be implemented
- ❑ ***Risk*** – any important assumptions and risks
- ❑ ***Audit, Monitoring and Evaluation*** – standard clauses required by the international bodies

**The Strategic Plan** should include at least the following items:

- ❑ **Executive Summary**
  - ❑ **Inputs, Duration, Location** (people available, devices to be used)
  - ❑ **Plan of Operations:**
    - objectives
    - outputs
    - activities
  - ❑ **Implementation Arrangements** (responsibilities)
  - ❑ **Commitment Schedule**
  - ❑ **Disbursement Schedule**
- In practice, *planning* consists of the following stages:
    - breaking the project down into tasks;
    - deciding how long each task will take and what resources it will require;
    - deciding on the inter-dependency of tasks and on consequent logical order;
    - producing a plan so that it is possible to see how well the project is progressing: generally this means that there are milestones during the project where it can be seen whether the project is on target or not.
  - These are the most important *donts* when accomplishing a project:
    - don't put unrelated projects together;
    - don't be afraid to break the project into stages;
    - don't allocate resources accidentally;
    - don't ignore the terms of the contract.
  - Once a programme / project has been divided into sub-projects and activities, it is necessary to plan the time and resources to be allocated to each one. An estimate needs to be produced for each sub-project or activity, and this estimate should be done in detail. If the sum of the funds allocated to sub-projects exceeds the one allocated to the overall project, there needs to be some iteration, either by reducing the budgets (preferably by reducing the scope of activities) or by finding funds from elsewhere.
  - There needs to be an estimate of the amount of time you need to spend in design and monitoring of the sub-projects and the overall duration of the project.

### **3. Implementation, Monitoring and Reporting**

This phase is one of actually performing the project and ensuring that the objectives are met and the outputs made, inasmuch as this is possible. It is the most difficult stage, because now all the resources should be used at their maximum capacity. It leads to the production of successive plans and reports on the implementation of the project, as well as to putting into practice the proposed strategies for achieving the proposed objectives. For an individual project, this means the actual research, writing and eventually applying the results through a practical exercise. In a collective project, it means taking concrete steps of development. This includes:

- mobilisation of resources for each task and objective;
- project marketing;
- ongoing monitoring and reporting arrangements;
- identifying problems;
- addressing failures;
- modification of the planned results and project objectives as appropriate.



In the **implementation** stage, we need to do the following:

❑ *Confirmation of Assumptions.*

Often there is a long time between the initial idea of a project (and consultations with the stakeholders) and its actual launch. At this time, the environment can have changed considerably, and it is important to know:

- Are the needs still as they were defined in the proposal?
- Are the resources to be put in by other parties still available?
- Has any part of the project already been performed (or started) by other actors?

❑ *Project Launch*

The launch of a project is an opportunity to create interest and publicity not only for the project itself, but also for the programme of which it is a part.

❑ *Mobilisation of Resources*

❑ *Accomplishment*

#### 4. Evaluation

Evaluation should be a natural part of the process and not seen as a “punishment” for a project which has failed to perform. There are many stages of evaluation, including financial reporting, independent evaluations and auditing. Evaluation of the results of a project is important for several reasons, including:

- assessing whether the contractor has truly completed the task;
- identifying best practice for further projects;
- identifying what resources are required for the future (if something goes wrong this may mean that more resources are required rather than that the project has failed);
- identifying the need for future projects.

The **evaluation** stage comprises the following steps:

- ❑ establishing the evaluation committee
- ❑ technical evaluation
- ❑ financial evaluation
- ❑ evaluation report

**Why Evaluate?** There are some reasons to evaluate:

- ❑ to learn from the experience of what succeeded and what did not
- ❑ to consider if there were better ways of designing the project
- ❑ to work out what problems remain and what further action needs to be taken (the first stage of identifying problems as part of a new project cycle)
- ❑ to check that the objectives of the project have been fulfilled
- ❑ to solve any conflict with the other parties and partners over what has been achieved

*A2. Write down a scholarly project of your own, taking into account all the steps indicated above. Pay attention to the various sub-stages.*

*A3. Conceive a project of development for the organisation in which you work. Follow carefully all the steps indicated above.*

*A4. Write a text of your own about the errors which can appear in accomplishing a project. Think of mistakes which can occur at each of the stages.*

## B. The Adjective.

*B1. Read and bear in mind the following theories about the adjective in the English language. Pay attention especially to the adjectives with irregular comparison and to the formation of adjectives.*

a. **Definition.** The adjective is the part of speech which qualifies or determines a noun or an equivalent of a noun.

b. **Classification.** There are two types of adjectives:

### A. *Descriptive adjectives*

- a descriptive adjective shows a feature of an object (*a little son*);
- the adjective has in English, with a few exceptions, one single form, not taking into account gender, number or case of the noun. Therefore, it does not agree with the noun or its equivalent (*a young boy, young boys*);
- the adjective can have the following syntactic functions:
  - *attribute*: *I bought some woollen gloves.*
  - *predicative*: *The sky is blue.*
  - *complement*: *They came home tired.*

### • *the comparison of the adjectives:*

- *the positive degree*: cold, beautiful;
- *the comparative degree*:

#### i. *comparison of superiority:*

- ❑ most monosyllabic adjectives receive **-er** as suffix (clear – clearer, gay – gayer, fat – fatter);
- ❑ some monosyllabic adjectives can have both forms of comparison of superiority, receiving **-er** as suffix, or **more** in front of the positive form (calm – calmer/more calm): dead, drunk, fond, free, glad, huge, just, keen, large, mild, pale, rare, scare, sound, stiff, true etc.;
- ❑ the monosyllabic adjectives derived from participles receive **more** in front of the positive form (skilled – more skilled);
- ❑ some bi-syllabic adjectives ended in **-y** and **-ly** receive **-er** as suffix (busy – busier, easy – easier, lonely – lonelier, friendly – friendlier);
- ❑ the other bi-syllabic adjectives have as comparison of superiority **more** in front of the positive form (active – more active);
- ❑ the adjectives which have more than two syllables receive **more** in front of the positive form (attractive – more attractive).

ii. *comparison of equality*: it is constructed from the positive form of the adjective, which appears between the particles **as ... as** (He is *as kind as* she/her.)

iii. *comparison of inferiority*: it is constructed from the positive form of the adjective, which appears between the particles **less ... than** (He is *less kind than* her.)

#### - *the superlative degree of comparison:*

- ❑ most monosyllabic adjectives receive **the ... -est** (clear – the clearest, gay – the gayest, fat – the fattest);
- ❑ some monosyllabic adjectives can have both the form **the ... -est** and the form **the most ...** (calm – the calmest/the most calm): dead, drunk, fond, free, glad, huge, just, keen, large, mild, pale, rare, scare, sound, stiff, true etc.;
- ❑ the monosyllabic adjectives derived from participles receive **the most** in front of the positive form (skilled – the most skilled);

- ❑ some bi-syllabic adjectives ended in *-y* and *-ly* receive **the ... -est** (busy – the busiest, easy – the easiest, lonely – the loneliest, friendly – the friendliest);
- ❑ the other bi-syllabic adjectives receive **the most** in front of the positive form (active – the most active);
- ❑ the adjectives which have more than two syllables receive **the most** in front of the positive form (attractive – the most attractive).

x. *relative superlative*, expressing the highest or the lowest degree of the quality of an object when compared with other objects (He is our most reliable friend. John was the least successful of the candidates.);

xx. *absolute superlative*, expressing a quality in its highest degree, without accomplishing a direct comparison (Dearest father! They were most rude to him.)

*Observations:*

- there are certain problems concerning orthography when placing the suffixes *-er*, *-est*: the adjectives ended in a consonant preceded by a short vowel double the final consonant (big – bigger – the biggest); the adjectives ended in *-y* preceded by a consonant change *-y* in *-i* (lazy – lazier – the laziest);
- the following adjectives have irregular degrees of comparison:

<i>Positive</i>	<i>Comparative</i>	<i>Superlative</i>
good well	better	the best
bad ill	worse	the worst
little	less	the least
few	less	the fewest
much many	more	the most
old	older elder	the oldest the eldest
far	farther further	the farthest, the farthestmost the furthest, the furthestmost
near	nearer	the nearest the next
fore	former	the foremost the first
late	later latter	the latest the last
hind	hinder	the hindmost, the hindermost
beneath	nether	the nethermost
in	inner	the inmost the innermost
out	outer utter	the outermost the utmost, the uttermost
up	upper	the upmost, the uppermost

• **Special cases of descriptive adjectives**

❑ **Little. A little.** *Little* is an opposite of *much* (=prea puțin, insufficient), while *a little* is used for uncountable nouns, thus without any plural or degree of comparison, being a synonym of *some* (=ceva, niște);

Examples: I have little money, so I can't buy this.

I have a little money, so I can buy this.

❑ **Few. A few.** The distinction between *few* (=insuficient) and *a few* (=câteva, câteva) is the same as the distinction between *little* and *a little*, but in this case both forms can be used with countable nouns;

Examples: I had few friends, so I felt lonely.

I had made a few friends, so I felt my life was full.

❑ **Much. Many.** *Much* is used only with uncountable nouns and *many* only with countable nouns. They both can be replaced by *a great deal of*, *plenty of*, *lots of*.

Examples: much pleasure, many friends, a lot of pleasure, a lot of friends

I found much pleasure in talking to you.

This author wrote many books.

❑ **Farther. Further/The Farthest. The Furthest.** The forms *farther* and *the farthest* are used to show distance in space, while the forms *further* and *the furthest* are used to show distance in time.

Examples: Baia Mare is farther from Bucharest than Cluj.

It is the furthest point to reach.

❑ **Older. Elder/The oldest. The eldest.** The forms *elder* and *the eldest* usually show superiority of age for humans, while the forms *older* and *the oldest* are used for human beings, animals or things. The form *elder* indicates the next person in a row of blood-related people (John is the youngest of three brothers, the next in the row is Paul, followed by Jack. Paul is elder than John. Jack is older than John.). The form *the eldest* indicates the last person in a row of blood-related people (Jack is the eldest of the Brown brothers.);

❑ **The nearest. The next.** *The nearest* is the closest in space, *the next* is the following in time or order.

Examples: We rang up the nearest doctor.

Fetch in the next patient!

❑ **Fore. Former/The foremost. The first.** *Fore* is nowadays used only in compound forms (forearm, forefather). *Former* does not always express a comparison (a former teacher of mine). *The foremost* refers to quality (=cel mai avansat), while *the first* refers to the order of a series.

Examples: The foremost troops reached the river. I shall take the first train.

❑ **Later. Latter/The latest. The last.** *Later* and *the latest* are considered according to time (mai recent, ultimul). *Latter* is opposed to *former* (=cel dintâi/cel de-al doilea) and *the last* is opposed to *the first* (primul/ultimul).

Examples: Later rumours say he is dead. This is the latest fashion.

The latter poets fight for liberty and peace. The last house on the right is mine.

❑ **Outer. Utter/The outermost. The utmost, the uttermost.** The adjectives *outer* (=exterior) and *the outermost* (=cel mai dinafară) have concrete meaning, while *utter*, *the utmost* and *the uttermost* (=complet, total, extrem) have abstract meaning.

Examples: the outer man, the outermost wall

utter confusion, the utmost happiness

❑ **Inner. The innermost.** The comparative *outer* is the antonym of the comparative *inner* and the superlative *the outermost* is the antonym of the superlative *innermost*.

- *comparison of compound adjectives*:

- Comparing the first element when it preserves its proper meaning (ill-paid, worse-paid, the worst-paid);
- With the aid of **more, the most**, when the first element is united, as meaning, with the second (ill-advised, more ill-advised, the most ill-advised);
- The compound adjectives whose first element is a word which has no degree of comparison, the comparative and superlative will be formed with more, the most (soul-stirring, more soul-stirring, the most soul-stirring).

- *comparison with a single term* (the second term being elliptic);

Example: He couldn't be worse (than he is).

- *the comparison of two objects requires the comparative instead of the superlative*;

Example: Gordon was the elder and the graver of our two colleagues.

- *comparison between an object and a group*: the object must be excluded from the group when we use a comparative and included in the group when we use the superlative;

Example: John is more diligent than the whole of his class (incorrect). John is more diligent than the rest of his class (correct).

John is the most diligent of all the other boys in his class (incorrect). John is the most diligent of all the boys in his class (correct).

- *phrases with two comparatives or superlatives*;

Examples: The novel grew less and less interesting.

The more, the merrier.

- *the absolute superlative* can be expressed in several ways: placing very or much in front of the positive form (a very naughty child, I am much obliged); using adverbs (admirably/completely/dreadfully/exceptionally/perfectly/remarkably good); using adverbs like just, quite or simply (It was just splendid.); using prefixes (extra-dry, over-busy); using two nouns in relationship (the knave of knaves).

## B. *Pronominal adjectives*

- apart from the proper adjectives, there is in the English language, as well as in the Romanian language, a category of pronouns which do not replace the nouns, but accompany them and determine them as adjectives. So that they become pronominal adjectives.

Example: This portrait is more interesting than that.

- *the pronominal adjectives* can be classified in the following categories:

i. *the possessive adjectives* are the following: my, your, his, her, its, our, your, their;

Example: Their house is a beautiful one.

ii. *the demonstrative adjectives* are the following: the, this, these, that, those, the other, the former, the latter, the first, the last, such, same, very, yonder (acel, acea, acei, acele – poetic);

Examples: This boy goes to a nursery. Are these cigarettes yours?

That house has just been built. Don't put those things on the table.

Give me the other photo, this one is not good.

Doesn't he prefer the former alternative to the latter one?

The first title is suggestive, the last one sounds the most thrilling.

Such kindness is rare.

The same day I went on a trip to the seaside.

We are standing on the very spot where the battle was fought.

In yonder woods he found Death waiting.

iii. *the interrogative adjectives* are the following: which?, whose?, what?, how much?, how many?

Examples: Which video cassette do you prefer?

Whose son was he?

What relatives do you have in London?

How much English do you know?

How many people were at the meeting?

iv. *the relative adjectives* are the following: which, whose, what, whichever, whatever, whatsoever.

Examples: We told him to go to bed, which advice he followed.

The man whose name has just been mentioned is my friend.

What relatives he has are out of town.

v. *the indefinite adjectives* are the following: a certain (un oarecare, un anumit), certain (unii, oarecare), some (câțiva, niște, puțini), some ... or other (vreun, oarecare), any (nici un, orice), several (câțiva, mulți, diferiți), sundry (diferiți), one (un, o), another (un alt, mai), other (alt, altă, alți, alte), much (mult), many (mulți), little (puțin), few (câțiva, puțini), enough (destul), each (fiecare), every (fiecare - colectiv), all (tot), either (amândoi, oricare), neither (niciunul), both (amândoi, amândouă), no (nici un), none (nici un, deloc);

Examples: He brought a certain Dan Bart with him.

Certain people have no taste for jazz.

I saw some peasants at work in the fields.

He is always sure to make some excuse or other.

Have you any rare books?

Several pieces of jewellery were missing.

We have met on sundry occasions.

One man had bought one horse, another one hadn't.

Other days, other ways.

There wasn't much snow in the morning.

Many results followed that idea.

I gave him a little advice on his work.

He knows little German and less Italian.

A few words are often more eloquent than a long speech.

We know few people in Bucharest.

I have food enough for our outing.

We should see a future promise in each child.

Every Jack had his Jill.

All peoples struggle for peace.

Flowers grew on either side of the road.

Neither scheme was accepted.

Both my children are at school.

The postman brought no letters yesterday.

Genius he is none.

B2. Do the following exercises:

a. Fill in the blanks with *few*, *a few*, *a lot of*:

1. At night there are ..... people in the street. 2. Last night I found ..... open restaurants. 3. I saw ..... dogs in that yard. 4. On Sunday there are ..... policemen in town, but there are ..... on the highways. 5. Don't worry, there are ..... books to read. 6. Where are the other people? I can see but ..... persons here. 7. On a cloudy night there are ..... stars in the sky. 8. In summer there are ..... rooms available in the hotels at the seaside.

*b. Fill in the blanks with **little, a little**, according to the meaning:*

1. Have you a piece of blotting paper? There is ..... ink split on the desk. 2. So far I've had ..... progress. 3. Mary wants to knit a dress for herself, but she has but ..... wool. 4. You need ..... rest, you've been working since morning. 5. I don't know what's the matter with him. He did ..... work today. 6. The dog is thirsty, give it ..... water. 7. You've put ..... sugar in my tea, it's not sweet. 8. The cat had ..... milk, give it some more, please.

*c. Fill in the blanks with **much, many** according to the meaning:*

1. I haven't got ..... luggage. 2. Two or three friends doesn't mean ..... friends. 3. He gave her ..... advice but little help. 3. This child hasn't got ..... energy. 5. Does she know ..... French? 6. Has she received ..... letters? 7. Is there ..... traffic in your district? 8. Although a beginner, she hasn't made ..... mistakes in her work.

*d. Fill in **each, every**:*

1. There were paintings on ..... wall. 2. .... wall had a painting on it. 3. I saw two fishermen, ..... man had caught a little fish. 4. There were ten students in that group, ..... students enjoyed a wonderful holiday. 5. This boy is carrying two heavy baskets. .... basket contains magnificent peaches. 6. I haven't seen the director for a week. 7. .... day he has been extremely busy. 8. James' flat has two rooms. .... room faces the street.

*B3. Do the following exercises:*

*a. Choose the adequate form of the adjectives:*

1. Sometimes food eaten at home is (the better/better) than food eaten in a restaurant. 2. From these two photographs the smaller is (the best/the better). 3. A bigger dictionary is always (completer/more complete) than a smaller one. 4. Stradford-upon-Avon is the birthplace of one of the (best known/the most well known) English poets. 5. He needs (some/any) months of training. 6. Can you speak (some/any) foreign language? 7. He doesn't feel (no/any) better today. 8. He has retired and (few/little) friends visit him now.

*b. Fill in with the adequate forms of the adjectives in brackets:*

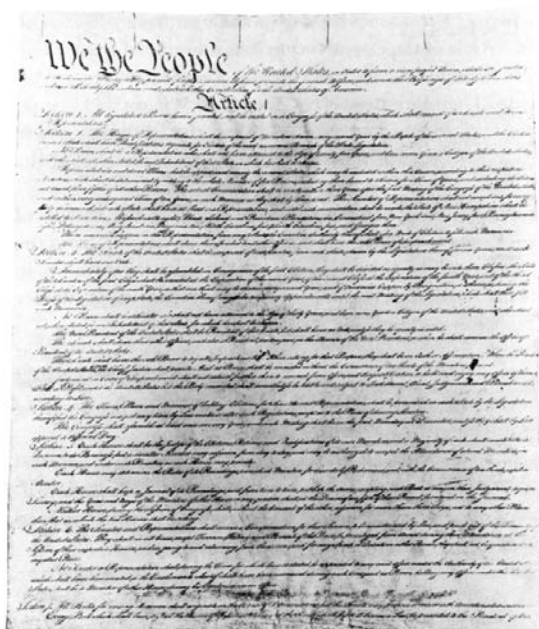
1. Your first paper was ..... but this one is even ..... (good). 2. Her children are all .....; the first born, the ..... is by far ..... of all (clever, old, clever). 3. Will you switch the light on? The room has grown ..... and I can't see any longer (dim). 4. Is this tie ..... than the old one? (beautiful). 5. Which is the ..... of these two students? (hardworking). 6. She is much ..... than I had expected (gay). 7. Is this the ..... and the ..... room in your hotel? (pleasant, sunny). 8. Don't be hard on that girl. She is ..... of all the group (sensitive).

*B4. Write about your best friend, using adjectives to characterise him physically and intellectually.  
Write about the most beautiful place you have seen, using adjectives.*

**C. The American Constitution** represented an astonishing new and revolutionary act at its time of issuing and continues to be an evidence of modern political thought, having constituted a model for most of the other state constitutions. As the decades have passed and the Constitution has grown more and more tradition-encrusting without losing its flexibility, each generation has tried to

explain how a people so young and inexperienced could have produced it. At the time of the hundredth anniversary, the British statesman William E. Gladstone called it: “the most wonderful work ever stuck off at a given time by the brain of man”. As we are going to see, it was not adopted without debates and controversies, but, once adopted, it succeeded to be applied so that to create the basis of democracy, human rights, civil society, separation of powers in the state. The Constitution consists of a preamble, seven articles and twenty-seven amendments. It sets up a federal system by dividing powers between the national and state governments. It also establishes a balanced national government by dividing authority among three independent branches, the legislative, the executive and the judicial, the ones who make the law (Parliament), who enforce the law (President) and who explain the law (the Supreme Court). Federal powers listed in the Constitution include the right to collect taxes, declare war and regulate trade. In addition to these *delegated or expressed powers* (listed in the act), the national government has *implied powers* (reasonably suggested by the act, in order to respond the changing needs of the nation). There are also some powers that the Constitution does not give to the national government or forbid to the states, the *reserved powers*, belonging to the people (the right to legislate on marriage, divorce, public schools). In some cases, the national and state governments have *concurrent powers*, in which case the national government has supreme authority to resolve the conflict.

*C1. Read, translate and comment several sections of the articles from the **Constitution**. Are these ideas still in use? Write an essay about the strong points and the weak points of democracy, starting from the things stated in the American Constitution. Read, translate and comment upon **The Bill of Rights**, the first ten amendments of the Constitution, proposed on 25<sup>th</sup> September 1789, and ratified on 15<sup>th</sup> December 1791. Discuss the relationships of this document with the French Revolution. Discuss why they were necessary and which improvements they bring to the original act. Comment on state powers and personal liberties.*



*An original copy of the Constitution  
of the United States of America  
is preserved in the National Archives  
in Washington D.C.*

a. **PREAMBLE.** We the People of the United States, in Order to form a more perfect Union, establish Justice, insure domestic Tranquillity, provide for the common defence, promote the general Welfare, and secure the Blessings of Liberty to ourselves and our Posterity, do ordain and establish this Constitution for the United States of America.



**ARTICLE I.***Section 1. The Legislative Branch.*

All legislative Powers herein granted shall be vested in a Congress of the United States, which shall consist of a Senate and House of Representatives

*Section 2. The House of Representatives.*

(1) The House of Representatives shall be composed of Members chosen every second Year by the People of the several States, and the Electors in each State shall have the Qualifications requisite for Electors of the most numerous Branch of the State Legislature.

(2) No Person shall be a Representative who shall not have attained to the Age of twenty five Years, and been seven Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen. [...]

*Section 3. The Senate*

(1) The Senate of the United States shall be composed of two Senators from each State, for six years; and each Senator shall have one Vote. [...]

(3) No Person shall be a Senator who shall not have attained the Age of thirty Years, and been nine Years a Citizen of the United States, and who shall not, when elected, be an Inhabitant of that State in which he shall be chosen.

(4) The Vice President of the United States shall be President of the Senate, but shall have no Vote, unless they be equally divided. [...]

*Section 4. Organization of Congress*

(1) The Times, Places and Manners of holding Elections for Senators and Representatives, shall be prescribed in each State by the Legislature thereof [...]

(2) The Congress shall assemble at least once every Year [...]

*Section 5.*

(1) Each House shall be the Judge of the Elections, Returns and Qualifications of its own Members, and a Majority of each shall constitute a Quorum to do Business; but a smaller Number may adjourn from day to day, and may be authorized to compel the Attendance of absent Members, in such Manner, and under such Penalties as each House may provide. [...]

*Section 6.*

(1) The Senators and Representatives shall receive a Compensation for their Services, to be ascertained by Law, and paid out of the Treasury of the United States. They shall in all Cases, except Treason, Felony and Breach of the Peace, be privileged from Arrest during their Attendance at the Session of their respective Houses, and in going to and returning from the same; and for any Speech or Debate in either House, they shall not be questioned in any other place. [...]

*Section 8. The Congress shall have Power*

(1) To lay and collect Taxes, Duties, Imposts and Excises, to pay the Debts and Provide for the common Defence and general Welfare of the United States; but all Duties, Imposts and Excises shall be uniform throughout the United States;

(2) To borrow Money on the credit of the United States;

(3) To Regulate Commerce with foreign Nations, and among the several States; [...]

(9) To constitute Tribunals inferior to the supreme Court;

(11) To declare War, grant Letters of Marque and Reprisal, and make Rules concerning Captures on Land and Water [...]

*Section 9. Powers forbidden to Congress*

(1) The Migration and Importation of such Persons as any of the States now existing shall think proper to admit, shall not be prohibited by the Congress prior to the Year

one thousand eight hundred and eight, but a Tax or duty may be imposed on such Importation, not exceeding ten dollars for each Person.

(8) No title of Nobility shall be granted by the United States: and no Person holding any Office or Profit or Trust under them, shall, without the consent of the Congress, accept of any present, Emolument, Office, or Title, of any kind whatever, from any King, Prince, or foreign State.

*Section 10. Powers forbidden to the States*

(1) No State shall enter into any Treaty, Alliance, or Confederation; grant Letters of Marque and Reprisal; emit Bills of Credit; make any Thing but gold and silver Coin a Tender in Payment of Debts; pass any Bill of Attainder, ex post facto Law, or Law impairing the Obligation of Contracts, or grant any Title of Nobility. [...]

## **ARTICLE II.**

*Section 1. The Executive Branch*

(1) The executive Power shall be vested in a President of the United States of America. He shall hold his Office during the Term of four years, and, together with the Vice President, chosen for the same Term, be elected [...]

(6) No person except a natural born Citizen, or a Citizen of the United States, at the time of the Adoption of this Constitution, shall be eligible to the office of President; neither shall any person be eligible to that Office who shall not have attained to the Age of thirty five Years, and been fourteen Years a resident within the United States. [...]

(7) The President shall, at all Times, receive for his Services, a Compensation, which shall neither increase nor be diminished during the Period for which he shall have been elected, and he shall not receive within that Period any other Emolument from the United States, or any of them.

(8) Before he enters on the Execution of his Office, he shall take the following Oath or Affirmation: "I do solemnly swear that I will faithfully execute the Office of President of the United States, and will do the best of my Ability, preserve, protect and defend the Constitution of the United States"

*Section 2.*

(1) The President shall be Commander in Chief of the Army and Navy of the United States, and of the Militia of the several States, when called into the actual Service of the United States; he may require the Opinion, in writing, of the principal Officer in each of the executive Departments, upon any Subject relating to the Duties of their respective Offices, and he shall have Power to grant Reprieves and Pardons for Offences against the United States, except in cases of Impeachment.

(2) He shall have Power, by and with the Advice and Consent of the Senate, to make Treaties, provided two thirds of the Senators present concur; and he shall nominate, and by and with the Advice and Consent of the Senate, shall appoint Ambassadors, other public Ministers and Consuls, Judges of the supreme Court, and all the other Officers of the United States, whose Appointments are not herein otherwise provided for, and which shall be established by Law: but the Congress may by Law vest the Appointment of such inferior Officers, as they think proper, in the president alone, in the Courts of Law, or in the Heads of Departments. [...]

*Section 4.* The President, Vice President and all civil Officers of the United States, shall be removed from office on Impeachment for, and Conviction of, Treason, Bribery, or other high Crimes and Misdemeanors.

**ARTICLE III.**

*Section 1. The Judicial Branch.* The judicial Power of the United States, shall be vested in one supreme Court, and in such inferior Courts as the Congress may from time to time ordain and establish, the Judges, both of the supreme and inferior Courts, shall hold their Offices during good Behaviour, and shall, at all Times, receive for their Services, a Compensation, which shall not be diminished during their Continuance in Office. [...]

**ARTICLE V. *Amending the Constitution.*** The Congress, whenever two thirds of both Houses shall deem it necessary, shall propose Amendments to this Constitution, or, on the Application of the Legislatures of two thirds of the several States, shall call a Convention for proposing Amendments, which, in either Case, shall be valid to all Intents and Purposes, as Part of this Constitution, when ratified by the Legislatures of three fourths of the Several States, or by Conventions in three fourths thereof, as the one or the other Mode of Ratification may be proposed by the Congress [...]

b. **Amendment 1.** Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press, or the right of the people peaceably to assemble, and to petition the Government for a redress of grievances.

**Amendment 2.** A well-regulated Militia, being necessary to the security of a free State, the right of the people to keep and bear Arms shall not be infringed.

**Amendment 3.** No Soldier shall, in time of peace be quartered in any house, without the consent of the Owner, nor in time of war, but in a manner to be prescribed by law.

**Amendment 4.** The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and seizures, shall not be violated, and no Warrants shall issue, but upon probable cause, supported by Oath or affirmation, and particularly describing the place to be searched, and the persons or things to be seized.

**Amendment 5.** No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a Grand Jury, except in cases arising in the land or naval forces, or in the Militia, when in actual service in time of War or public danger; nor shall any person be subject for the same offence to be twice put in jeopardy of life or limb, nor shall be compelled in any criminal case to be a witness against himself, nor be deprived of life, liberty, or property, without due process of law; nor shall private property be taken for public use without just compensation.

**Amendment 6.** In all criminal prosecutions, the accused shall enjoy the right to a speedy and public trial, by an impartial jury of the State and district wherein the crime shall have been committed; which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defence.

**Amendment 7.** In Suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any Court of the United States, than according to the rules of the common law.

**Amendment 8.** Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishment inflicted.

**Amendment 9.** The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

**Amendment 10.** The Powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people.

C2. Read, translate and comment upon the following text about the ratification of the American Constitution. Which was the profile of the American society at that moment? How did the founding fathers succeed to relate the ideas of the Enlightenment in Europe with their own goal of establishing a functioning system, based on pragmatic precepts? How was the constitution received by the Americans and by the Europeans?



New York's approval of the Constitution on 26<sup>th</sup> July 1788 inspired this cartoon in the Massachusetts "Centinel". Hopes were high that North Carolina would "rise" to ratify, but prospects in Rhode Island were not as bright.

Before the issuing of the Constitution, the leaders of the American nation had established a national government under the Articles of Confederation. But the Articles granted independence to each state and lacked the authority to make the states work together to solve national problems. After the states won independence in the Revolutionary War (1775-1783), they faced the need of peacetime government. They had to enforce law and order, collect taxes, pay a large public debt and regulate

trade among themselves. They also had to deal with the Indian tribes and negotiate with other states. Leading statesmen, such as George Washington and Alexander Hamilton, began to discuss the creation of a strong national government under a constitution.

Hamilton helped bring about a national convention that met in Philadelphia in 1787 to revise the Articles of Confederation. But a majority of the delegates at the convention decided to write a new plan of government, the Constitution of the United States. The Constitution would establish not merely a league of states, but a government with authority over all citizens, in a state which protected the rights and liberties of the people.

The Convention was supposed to open on 14<sup>th</sup> May 1787. But few of the 55 delegates had arrived in Philadelphia by that date. Finally, on 25<sup>th</sup> May, the Convention formally opened in Independence Hall. Twelve states responded to the call, while Rhode Island refused to send delegates because it did not want the national government to interfere in the affairs of the state. Of the 55 delegates, 39 signed the United States Constitution on 17<sup>th</sup> September 1787. William Jackson, the Convention secretary, witnessed the signatures. The delegates include some of the most experienced and patriotic men in the new republic: George Washington, Benjamin Franklin, James Madison, John Dickinson, Gouverneur Morris, Edmund Randolph, James Wilson. Morris actually "wrote" the Constitution. Three leading members of the convention – Elbridge Gerry, George Mason and Edmund Randolph – refused to sign the Constitution because they disagreed with parts of it. Several important figures of the time did not attend the Convention, such as John Adams and Thomas Jefferson, who were on other government duties.

The delegates relied greatly on the English constitutional document Magna Carta, issued in 1215, and on the decisions of the Jamestown Representative Assembly, from 1619. They also considered as models several constitutions of the states, as that written by John Jay for New York in 1777 and that of John Adams for Massachusetts in 1780.

The task of creating a new government was not easily accomplished. Disputes among the delegates nearly ended the Convention on several occasions. For example, delegates from the large states argued with those from the small states for representation in the national legislature. The larger states supported *the Virginia Plan*, establishing that population would determine the number of representatives a state could send to the legislature, the small states supported *the New Jersey Plan*, proposing that all the states would have an equal number of representatives. The Connecticut delegates suggested a compromise that settled the problem, with equal representation in the Senate

and proportional representation in the House of Representatives. Another compromise concerned the problem of slavery.

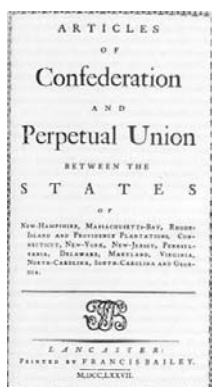
The delegates agreed that each state should hold a special convention to discuss and vote the Constitution, and as soon as nine states ratified it, the Constitution would take effect and they would begin to organise the new government. Less than three months later, Delaware became the first state to ratify it, on 7<sup>th</sup> December 1787. New Hampshire was the ninth state, on 21<sup>st</sup> June 1788. But the Founding Fathers could not be sure that the Constitution would be generally accepted until the large states of Virginia and New York ratified it, on 25<sup>th</sup> June 1788, and 26<sup>th</sup> July the same year.

There was a powerful opposition to the Constitution, and people shifted in two groups, the *Federalists* and the *Anti-federalists*, which both promoted newspapers, debates and pamphlets, and later on became the first American political parties. The Federalists tended to be professionals, well-to-do, active in commercial affairs, somehow alarmed by the changes brought by the Revolution. The Anti-federalists were more often small farmers, people for whom free choice was more important than power. But there were other more personal and selfish reasons to oppose the constitution, and we can not say that the Anti-federalists were more democratic than the Federalists. Anyhow, in the end, the Federalists gained trust through promising to support amendments to the Constitution, in order to protect individual liberties.

**C3.** Read the following fragments from *The Articles of Confederation* (1781). Comment upon the points in which this document resembles and the points in which it differs from *The American Constitution*.

**Article I.** The Style of this confederacy shall be “The United States of America”.

**Article II.** Each state retains its sovereignty, freedom and independence, and every Power, Jurisdiction and right, which is not by this confederation expressly delegated to the United States, in Congress assembled.



*The Article of Confederation, ratified by the Congress in 1777, was the first national constitution.*

**Article III.** The said states hereby severally enter into a firm league of friendship with each other, for their common defence, the security of their Liberties, and their mutual and general welfare, binding themselves to assist each other, against all force offered to, or attacks made upon them, or any of them, on account of religion, sovereignty, trade, or any other pretence whatever.

**Article IV.** The better to secure and perpetuate mutual friendship and intercourse among the people of the different states in this union, the free inhabitants of each of these states, paupers, vagabonds and fugitives from Justice excepted, shall be entitled to all privileges and immunities of free citizens in the several states; and the people of each state shall have free ingress and regress to and from any other state, and shall enjoy therein all the privileges of trade and commerce, subject to the same duties, impositions and restrictions as the inhabitants thereof respectively, provided that such restriction shall not extend so far as to prevent the removal of property imported into

any state, to any other state of which the Owner is an inhabitant; provided also that no imposition, duties or restriction shall be laid by any state, on the property of the united states, or either of them.

If any Person guilty of, or charged with treason, felony, or other high misdemeanor in any state, shall flee from Justice, and be found in any of the united states, he shall upon demand of the Governor or executive power, of the state from which he fled, be delivered up and removed to the state having jurisdiction of his offence. [...]

**Article V.** For the more convenient management of the general interests of the united states, delegates shall be annually appointed in such manner as the legislature of each state shall direct, to meet in Congress on the first Monday in November, in every year, with a power reserved to each state, to recall its delegates, or any of them, at any time within the year, and to send others in their stead, for the remainder of the Year.

No state shall be represented in Congress by less than two, nor by more than seven Members; and no person shall be capable of being a delegate for more than three years in any term of six years; nor shall any person, being a delegate, be capable of holding any office under the united states, for which he, or another for his benefit receives any salary, fees or emolument of any kind.

Each state shall maintain its own delegates in a meeting of the states, and while they act as members of the committee of the states.

In determining questions in the united states, in Congress assembled, each state shall have one vote. Freedom of speech and debate in Congress shall not be impeached or questioned in any Court, or place out of Congress, and the members of congress shall be protected in their persons from arrests and imprisonments, during the time of their going to and from, and attendance on congress, except for treason, felony, or breach of the peace.

**Article VI.** No state without the Consent of the united states in congress assembled, shall send any embassy to, or receive any embassy from, or enter into any conference, agreement, or alliance or treaty with any King prince or state; nor shall any person holding any office of profit or trust under the united states, or any of them, accept of any present, emolument, office or title of any kind whatever from any king, prince or foreign state; nor shall the united states in congress assembled, or any of them, grant any title of nobility.

No two or more states shall enter into any treaty, confederation or alliance whatever between them, without the consent of the united states in congress assembled, specifying accurately the purposes for which the same is to be entered into, and how long it shall continue.

No state shall lay any imposts or duties, which may interfere with any stipulations in treaties, entered into by the united states in congress assembled, with any king, prince or state, in pursuance of any treaties already proposed by congress, to the courts of France and Spain.

No vessels of war shall be kept up in time of peace by any state, except such number only, as shall be deemed necessary by the united states in congress assembled, for the defence of such state, or its trade; nor shall any body of forces be kept up by any state, in time of peace, except such number only, as in the judgement of the united states, in congress assembled, shall be deemed requisite to garrison the forts necessary for the defence of such state; but every state shall always keep up a well regulated and disciplined militia, sufficiently armed and accoutred, and shall provide and constantly have ready for use, in public stores, a due number of field pieces and tents, and a proper quantity of arms, ammunition and camp equipage.

No state shall engage in any war without the consent of the united states in congress assembled, unless such state be actually invaded by enemies, or shall have received certain advice of a resolution being formed by some nation of Indians to invade such state, and the danger is so imminent as not to admit of a delay, till the united states in congress assembled can be consulted: nor shall any state grant commissions to any ships or vessels of war, nor letters of marque or reprisal, except it be after a declaration of war by the united states in congress assembled, and then only against the kingdom or state and the subjects thereof, against which war has been so declared, and under such regulations as shall be established by the united states in congress assembled, unless such state be infested by pirates, in which case vessels of war may be fitted out for that occasion, and kept so long as the danger shall continue, or until the united states in congress assembled shall determine otherwise. [...]

*C4. Read, translate and comment upon the following fragment from the discourse of **James Madison**, in which he proposed Amendments to the Constitution, on 8<sup>th</sup> June 1789.*

I am sorry to be necessary to the loss of a single moment of time by the house. If I had been indulged in my motion, and we had gone into a committee of the whole, I think we might have rose, and resumed the consideration of other business before this time; that is, so far as it depended on what I proposed to bring forward. As that mode seems not to give satisfaction, I will withdraw the motion, and move you, sir, that a select committee be appointed to consider and report such amendments as are proper for Congress to propose to the legislatures of the several States, conformably to the fifth article of the constitution.

I will state my reasons why I think it proper to propose amendments; and state the amendments themselves, so far as I think they ought to be proposed. If I thought I could fulfil the duty which I owe to myself and my constituents, to let the subject pass over in silence, I most certainly should not trespass upon the indulgence of this house. But I cannot do this; and am therefore compelled to beg a patient hearing to what I have to lay before you. And I do most sincerely believe that if congress will devote but one day to this subjects, so far as to satisfy the public that we do not disregard their wishes, it will have a salutary influence on the public councils, and prepare the way for a favorable reception of our future measures.

It appears to me that this house is bound by every motive of prudence, not to let the first session pass over without proposing to the state legislatures some things to be incorporated into the constitution, as will render it as acceptable to the whole people of the United States, as it has been found acceptable to a majority of them. I wish, among other reasons why something should be done, that those who have been friendly to the adoption of this constitution, may have the opportunity of proving to those who were opposed to it, that they were as sincerely devoted to liberty and a republican government, as those who charged them with wishing the adoption of this constitution in order to lay the foundation of an aristocracy or despotism. It will be a desirable thing to extinguish from the bosom of every member of the community any apprehensions, that there are those among his countrymen who wish to deprive them of the liberty for which they valiantly fought and honorably bled. And if there are amendments desired, of such a nature as will not injure the constitution, and they can be ingrafted so as to give satisfaction to the doubting part of our fellow citizens; the friends of the federal government will evince that spirit of deference and concession for which they have hitherto been distinguished.

It cannot be a secret to the gentlemen in this house, that, notwithstanding the ratification of this system of government by eleven of the thirteen United States, in some cases unanimously, in others by large majorities; yet still there is a great number of our constituents who are dissatisfied with it; among whom are many respectable for their talents, their patriotism, and respectable for the jealousy they have for their liberty, which, though mistaken in its object, is laudable in its motive. There is a great body of the people falling under this description, who as present feel much inclined to join their support to the cause of federalism, if they were satisfied in this one point: We ought not to disregard their inclination, but, on principles of amity and moderation, conform to their wishes, and expressly declare the great rights of mankind secured under this constitution. The acquiescence which our fellow citizens shew under the government, calls upon us for a like return of moderation. But perhaps there is a stronger motive than this for our going into a consideration of the subject; it is to provide those securities for liberty which are required by a part of the community. I allude in a particular manner to those two states who have not thought fit to throw themselves into the bosom of the confederacy: it is a desirable thing, on our part as well as theirs, that a re-union should take place as soon as possible. I have no doubt, if we proceed to take those steps which would be prudent and requisite at this juncture, that in a short time we should see that disposition prevailing in those states that are not come in, that we have seen prevailing [in] those states which are.

But I will candidly acknowledge, that, over and above all these considerations, I do conceive that the constitution may be amended; that is to say, if all power is subject to abuse, that then it is possible the abuse of the powers of the general government may be guarded against in a more secure manner than is now done, while no one advantage, arising from the exercise of that power, shall be damaged or endangered by it. We have in this way something to gain, and, if we proceed with caution, nothing to lose; and in this case it is necessary to proceed with caution; for while we feel all these inducements to go into a revisal of the constitution, we must feel for the constitution itself, and make that revisal a moderate one. I should be unwilling to see a door opened for a re-consideration of the whole structure of the government, for a re-consideration of the principles and the substance of the powers given; because I doubt, if such a door was opened, if we should be very likely to stop at that point which would be safe to the government itself: But I do wish to see a door opened to consider, so far as to incorporate those provisions for the security of rights, against which I believe no serious objection has been made by any class of our constituents, such as would be likely to meet with the concurrence of two-thirds of both houses, and the approbation of three-fourths of the state legislatures. I will not propose a single alteration which I do not wish to see take place, as intrinsically proper in itself, or proper because it is wished for by a respectable number of my fellow citizens; and therefore I shall not propose a single alteration but is likely to meet the concurrence required by the constitution.

There have been objections of various kinds made against the constitution: Some were levelled against its structure, because the president was without a council; because the senate, which is a legislative body, had judicial powers in trials on impeachments; and because the powers of that body were compounded in other respects, in a manner that did not correspond with a particular theory; because it grants more power than is supposed to be necessary for every good purpose; and controls the ordinary powers of the state governments. I know some respectable characters who opposed this government on these grounds; but I believe that the great mass of the people who opposed it, disliked it because it did not contain effectual provision against encroachments on particular rights, and those safeguards which they have been long accustomed to have interposed between them and the magistrate who exercised the sovereign power: nor ought we to consider them safe, while a great number of our fellow citizens think these securities necessary.

It has been a fortunate thing that the objection to the government has been made on the ground I stated; because it will be practicable on that ground to obviate the objection, so far as to satisfy the public mind that their liberties will be perpetual, and this without endangering any part of the constitution, which is considered as essential to the existence of the government by those who promoted its adoption.

#### **D. Vocabulary Practice. Popular Language, Slang, Colloquial Words.**

*D1. Popular language is constantly changing and the best way to keep up-to-date with it is to read popular magazines and watch popular shows etc. in the media. Here are some examples. Make a dialogue with as many of these examples as you can (at least ten).*

1. *Airhead* = fool, stupid person; 2. *Back off* = go away, don't bother me; 3. *Bent* = corrupt (of police or politicians); 4. *Bimbo* = attractive, empty-headed young woman; 5. *Boo-boo* = mistake; 6. *Cat's whiskers* = exceptional, the best; 7. *Chill out* = relax, take it easy; 8. *Cool* = good, calm; 9. *Couch potato* = someone who does nothing but stay at home and watch TV; 10. *Crummy* = boring, poor quality; 11. *Do the business* = do the job that has to be done; 12. *Drop out* = give up normal education or work for an unconventional lifestyle; 13. *Dweeb* = fool, stupid person; 14. *Fink* = dishonest, disloyal person; 14. *Flavour of the month* = current fashion; 15. *Flip* = to react very emotionally or excitedly; 16. *Fringe* = non-conventional; 17. *Get a kick out of* = get satisfaction from; 18. *Give it a whirl* = try it; 19. *The glitterati* = famous people, especially in literary, arts,



entertainment circles; 20. *Gobsmacked* = shocked, amazed; 21. *Gutted* = very disappointed, devastated; 22. *Hang-up* = problem, inhibition; 23. *Hunk* = masculine, attractive man; 24. *Laid back* = calm, relaxed; 25. *Legless* = drunk.

D2. **Slang** is vocabulary which is used in very informal spoken language but not considered good in formal "correct" English. For example a slang word for 'thank you' is 'ta' and a slang word for 'mad' is 'nuts'. The slang words in the sentences below are printed in italics. Replace each slang word with a word or a phrase from the following list:

made, friend, television, policeman, discarded, nuisance, pound(s), cigarettes, alcohol, prison, without money.

1. He smokes 30 *fags* a day. Too many! 2. He drinks a lot. He must spend twenty *quid* a week on *booze*. 3. He thought his meal was overcooked. When the waiter brought his bill he *kicked up* a fuss and would not pay. 4. I lost £500 at a casino last night. I'm absolutely *skint*. 5. My *mate* stole a car. Now he's in the *nick*. 6. She got bored with her boyfriend and *ditched* him. 7. There's a good film on the *telly* tonight, but I've got to go out. What a *drag*! 8. I wouldn't like to be a *copper* directing traffic in the street in this bad weather.

D3. **Colloquial words** are words which are quite acceptable in spoken English but not in written English (except in informal letters to friends etc.). For example we might say, 'He's a nice chap', but we would probably write, 'He is a pleasant man'. (The line between slang and colloquial words is not at all clear and many words considered colloquial by some people would be considered slang by others). The colloquial words in the sentences below are printed in italics. Replace each colloquial word with a word or phrase from the following list:

drunk, child, toilet, short sleep, bicycle, joking, dismiss, without money, upper class, possessions, newspaper.

1. Her boss said he would *sack* her if she was late again. 2. He made a lot of money and now he lives in a very *posh* district. 3. When I was a kid I went everywhere by *bike*. 4. My grandfather usually has a *snooze* after lunch. 5. Did you really find £50, or are you *kidding*? 6. She lives in just one room and has to share a kitchen, bathroom and *loo* with the other people in the house. 7. I'm *broke*. Can you lend me some money? 8. I'm afraid I drank too much and got a bit *merry*. 9. You can't believe everything you read in the *paper*. 10. She's very untidy. She leaves her *stuff* lying all over the place.

D4. **Well known spoken phrases**. The following common phrases are associated with particular situations. Identify each phrase by describing briefly who would say it and in what circumstances. E.g.: 'Please, fasten your safety belts.'

*Air-stewardess to passengers before take-off or landing.*

1. 'Mind the doors!' 2. 'To eat here or take away?' 3. 'Many happy returns.' 4. 'How do you plead?' 5. 'Just a trim, please.' 6. 'Have you anything to declare?' 7. 'Heel!' 8. 'Take this prescription and come and see me in a week.' 9. 'I'm putting you through.' 10. 'A pint of bitter, please.' 11. 'Going ... going ... gone!' 12. 'Here's to the bride and groom.' 13. 'I now pronounce you man and wife.' 14. 'I swear to tell the truth, the whole truth and nothing but the truth.' 15. 'This won't hurt.'



## **X. POLITICAL IDEAS OF THE REVOLUTIONARIES**

### **A. Project Management Skills.**

For accomplishing a project, the most important thing to acquire is human force, people specialised in conceiving, writing and implementing certain parts of a programme. If any other resource can be identified afterwards, sometimes even after the beginning of the project, this one should be specified from the beginning, as being vital.

#### ***Anecdote***

A farmer whose sheep were dying went with his problem to an agricultural consultant. The consultant asked whether the sheep were eating the long grass, and suggested that they should only eat short grass. The farmer went away and followed the advice, but another sheep died. He returned to the consultant who asked him whether the sheep were standing up or sitting down when they ate. When told that they sometimes sat down he advised that they should stand up at all times. The farmer went away and followed the advice. Another sheep died. The process was repeated several more times (the sheep should only face north when eating, the sheep should not eat before 6 o'clock in the morning etc. etc.). Finally the last sheep died. The farmer returned to the consultant and told him that, despite all his advice, the last sheep was dead and that he would not be coming back again. "That's a pity", the consultant said, "because I had much more advice to give you".

*A1. Read, translate and comment upon the following list of specific skills required for the project manager and the consultants in the project. Give an example for each.*

#### ***Project management skills***

- *Management skills*
  - ❑ Theoretical knowledge of management
  - ❑ Knowledge of Human Resource Management
  - ❑ Ability to see things in perspective
  - ❑ Capacity of conceiving an action plan
  - ❑ Team management
- *Information, communication and interpersonal skills*
  - ❑ Communication as a tool to create a nice working climate
  - ❑ Listening skills
  - ❑ Capacity to analyse your organisation
  - ❑ Ability to build the image of an organisation
  - ❑ Usage of consultants
- *Motivation and leadership-delegation*
  - ❑ Identifying what motivates subordinates
  - ❑ Outline of things to accomplish for motivating subordinates
  - ❑ Leadership skills
  - ❑ Ability to delegate power from top to various other structures (to attribute part of your responsibilities to others)
  - ❑ Attributing group roles

- *Problem and conflict solving*
  - ❑ Ability to identify conflict areas and prevent conflicts
  - ❑ Modes of dealing with conflict
  - ❑ Encouraging creative thinking
- *Management of change*
  - ❑ Planning for change
  - ❑ The ability of convincing people adopt the change
  - ❑ The capacity of helping people adapt to change
- *Managing self, work and others*
  - ❑ Assessing yourself and the others, and goal setting for personal development, as well as for the others' improvement
  - ❑ Achieving results
  - ❑ Improving time usage
- *Presentation skills – Mass communication – Selling ideas*
  - ❑ Getting the message across (choosing the right channels)
  - ❑ Assertiveness
  - ❑ Calm and politeness
- *Moderation and negotiation skills*
  - ❑ Conference techniques
  - ❑ Meeting techniques
  - ❑ Capacity of dealing with the strong and weak points of the opposite party

*A2. Read and discuss the following presentation of objectives, within a project for obtaining a scholarship in the United States of America:*

The study I intend to accomplish in the United States of America, under a scholarship, has certain major objectives, mainly derived from my position of student in communication and Public Relations at the “David Ogilvy” Faculty of Communication and Public Relations within the National School of Political Studies and Public Administration, as well as from my preoccupations in the field of communication studies. The main objectives of my future project would be:

- to conceive a dissertation which is to describe the most important social and political ideas leading to democracy, through the presentation of the twentieth century most important voices (presidents, politicians, minorities, marginals); the approach will be one of communication studies, aiming to depict communication strategies, rhetoric means and appeals to target audiences of these discourses;
- to understand and become able to apply in Romania the most modern communication and Public Relations methods, such as possibilities appealing to multimedia materials, use of individual and collective projects for fundraising, advanced means of testing the knowledge and aptitudes of the employee; as the companies in the United States of America have reached great performance in using such innovative techniques, I consider that I would gather experience during a study period there;
- to accomplish the plan and gather materials for a book which is to introduce to the specialists in the field of communication the most important ideas and tools used by the American public figures and institutions throughout the twentieth century in addressing to the public; the book will constitute a model of democratic public expression and debate for the Romanian society in transition from a totalitarian system to an open one.

I believe that I should undertake a program within a university with a good communication school or department, having both undergraduate and graduate studies, with interests in research in the fields of communication strategies, social and political communication, group theory and practices, rhetoric theories, public address theory and practices – focusing on the twentieth century major trends. I should also have the opportunity of an intense interdisciplinary study of American society and culture, with emphasis on social and political history, community, behaviors and models of thinking in the contemporary period.

I would be interested in attending courses and discussing with the teaching staff of the US university both theoretical background and training methods; in studying in the library or consulting the research materials of the respective university, under the supervision of the professionals there; in gaining practical experience through examining the communication sessions, research projects and/or editing activities of the USA university.

Assessment should be accomplished according to a plan of study agreed at the beginning of the study period, at the end of each practicing stage, in order to settle the compliance of the actual development to the initial intentions, and to make improvements, if necessary. The study interval should be considered successful if, at its completion, the objectives will be transformed into the concrete outputs mentioned above.

*A3. Read and discuss the following case study. Comment on the difficulties of implementing the programme and on the decisions of the manager and the counsellor. Conceive a project of your own, following this model, and think about difficulties which could occur and ways of solving such problems.*

The Financing Memorandum for the Programme for SME and Regional Development in Romania 1994 was signed on 19<sup>th</sup> October 1995. A work team was set up in February 1996 within a non-governmental organisation, with a view to administrating the second component (“Information, Training and Advisory Activities”) and the third component (“Local Development Initiatives Fund”) of the Programme, under the name of FIDEL. Cristian, the Head of the team, together with Ralph, the foreign Senior Adviser, started then to prepare the first plans for FIDEL, and they encountered the first problem!

Normally, the plans should have been elaborated based on the information contained in the Financing Memorandum, and, according to this, the funds under FIDEL should have been oriented mainly towards strengthening and extending the existing SME/Local Development Centres, and assisting the creation of new such centres.

At the same time, recent information showed that:

- there were about 80 centres in Romania up to that time, and in only two or three counties such centres were missing
- a survey run by a foreign consultant on behalf of Phare demonstrated that the major problems of the existing centres were related to:
  - poor quality of the services offered by centres to their clients;
  - poor relationship with the local community (most of the centres were almost unknown in their area)
- experience of another Phare Programme for Active Employment Measures demonstrated that people and organisations at the local level were more interested in the investment type of projects than in setting up such new centres

**What to do?** To design the programme as it was recommended, or to try to modify the approach according to the results of their research?

Cristian and Ralph analysed both possibilities and their consequences:

- What would happen if they decided to design the programme according to the provision of the Financial Memorandum?
  - *first scenario*: the plans would be approved very quickly by the European Commission, but problems might arise later due to the fact that the programme wouldn't meet stakeholders' expectations. Finally, they might not succeed to commit all the funds (6 MECU) because of the lack of interest from the local bodies
  - positive consequences: to get all the approvals in time (at least in the beginning)
  - negative consequences: lack of impact at the local level and overall dissatisfaction of the local communities
- What would happen if they decided to modify the approach according to the results of their research?
  - *second scenario*: the plans would be approved very late, after several rounds of discussions with the donor's representatives. Finally, they might not succeed to commit all the funds because of the lack of time (the deadline for commitment was 31<sup>st</sup> December 1997)
  - positive consequences: important impact at the local level, and ultimate satisfaction of the local communities (at least of those who got access to funds)
  - negative consequence: delay in getting the plans approved

**What happened actually?** Cristian and Ralph chose the second solution. Instead of orienting the funds under FIDEL mainly towards strengthening and extending the existing centres and assisting the creation of new such centres, they designed a mechanism able to adapt to a wider range of local economic initiatives and, at the same time, offering incentives to the centres to become more aware of the needs of the local community. The mechanism would consist of a series of calls for project-proposals addressed to the local representative bodies. In order to elaborate and implement the projects, these bodies would look for the necessary expertise and counselling. Since these services were normally provided by the centres, the activities would strengthen the co-operation between the local bodies and the centres.

Having in mind the major risk, they decided to focus on some key issues able to ensure the quick response from the local communities:

- intensive project marketing
  - discussions with the donor's representatives;
  - quality promotional materials;
  - effective awareness raising activities.
- effective training provided to the local actors
- flexible fund allocation procedure, able to adapt to the various local needs

At the same time, they decided to elaborate a powerful instrument to measure the performance of the programme: a database able to record all information about various activities of the programme and to provide useful statistics.

*A4. When thinking about the management of the project described above, take into account the following scheme of development. Try to conceive your own schedule for an individual project, then for a programme accomplished by your institution. Keep in mind and make use of the steps presented in the table.*

The programme developed as follows (*duration between submitting documents and getting them approved should be considered*):

<b>May 1996</b>	<b><i>the first plans submitted to the European Commission</i></b>
June – July 1996	several rounds of discussions with the donor's representatives
<b>September 1996</b>	<b><i>partial approval of the first plans by the EC (4 months after submission)</i></b>
December 1996	fund allocation criteria approved by FIDEL Steering Committee
December 1996	preparation of the awareness campaign and training courses
December 1996	the FIDEL data base became operational
<b>January 1997</b>	<b><i>final approval of the first plans by the EC (8 months after submission)</i></b>
<b>January 1997</b>	<b><i>second plans submitted to the EC</i></b>
<b>January 1997</b>	<b><i>fund allocation criteria and procedures submitted to the EC</i></b>
January - April 1997	intensive awareness raising campaign (44 information seminars in all counties for about 2,000 people)
February - October 1997	intensive training activities (36 courses for about 500 people)
<b>June 1997</b>	<b><i>approval of the second plans by the EC (5 months after submission)</i></b>
<b>June 1997</b>	<b><i>approval of the fund allocation criteria and procedures by the EC (5 months after submission)</i></b>
<b>June 1997</b>	<b><i>third plans submitted to the EC</i></b>
August 1997	first appraisal session for project proposals (102 proposals registered and 24 selected, 1.35 MECU committed); the Appraisal Committee issued recommendations for improving the proposals; a letter summarising the main problems related to the submitted proposals was distributed in the regions
September 1997	additional information seminars in the less developed areas
October 1997	second appraisal session for project proposals (138 proposals registered and 25 selected, 2.15 MECU committed); the Appraisal Committee issued again recommendations for improving the proposals; another letter summarising the main problems related to the submitted proposals was distributed in the regions
October 1997	the Government of Romania decided to re-allocate 1.5 MECU from FIDEL to the reconstruction of the areas suffering from flood, by helping several SMEs
November 1997	less than 1 MECU remained for the third appraisal session for project proposals; more than 100 proposals were considered and 10 received grants
November - December 1997	- intensive networking activities (7 workshops for about 100 people)
October - December 1997	- contracting activities
January - December 1998	- monitoring and evaluation activities

## B. The Adjective.

*B1. Read and bear in mind the following theories about the adjective in the English language. Pay attention especially to the various parts of speech which become adjectives, to the attributive and predicative adjectives and to the formation of the adjectives in English.*

**a. The adjectival equivalents.** The function of the adjective can be fulfilled by the following parts of speech:

- **a noun** (a film fan, a top secret);
- **a noun in the genitive** (the heroine of the play, my friend's son);
- **an article** (I have two children: a boy and a girl.);
- **a gerund** (a swimming pool, a reading room);
- **a present participle** (the coming storm, running water);
- **a past participle** (an updated grammar, a broken leg);
- **an infinitive** (the last to leave, an impulse to sing);
- **a numeral** (the third door on the left, fourteen people);
- **an adverb** (the downstairs room, the up and down trains, the then headmistress, the week before);
- **a relative sentence** (He, who was awarded the prize, was the best of the team.)

### b. The adjectives that change their functions. The adjectival nouns.

- The adjective can be used as a noun, in this case generally being preceded by a definite article. It denominates in these situations groups of persons, all the people having the quality expressed by the adjective. Although its form remains unchanged, it has almost always the meaning of a plural and is used with a verb in the plural.  
Examples: the wise (înțelepții), the deaf (surzii), the living (viii), the aged (bătrânii), the criminal (criminalii), the unemployed (șomerii), the jobless (șomerii), the judiciary (magistrații), the more interesting (persoanele mai interesante), the less enthusiastic (cei mai puțin entuziaști), the best informed (cei mai bine informați).
- Some adjectival nouns can be used without the definite article.  
Examples: Old and young were present at the party.  
Many were proposed but few accepted.
- Some adjectival nouns can be used with the verb in the singular and have singular meaning.  
Examples: the accused, the beloved, the deceased, the departed, the intended
- The adjective used as a noun with a singular meaning usually denominates an abstraction or is used in proverbs: the sublime, the beautiful, the extreme, the terrible, the newest, the latest.  
Examples: Slow and steady wins the race.  
Kindly meant is kindly taken.  
He has no sense of right and wrong.  
The unknown holds no terror for him.
- The adjectives denominating colours can be used as nouns, both in the singular and in the plural.  
Examples: Violet happens to be the colour I like.  
She painted the oranges and browns of autumn leaves.
- Certain adjectives have become real nouns and can have plural form, article, genitive, determinants: a capital, a constituent, a daily, an initial, a particular, a sweet, a vegetable, a criminal, a lunatic, a liberal, a native, a patient, a progressive, an equal, an inferior, a superior, a junior, a senior, a minor, a major etc.  
Examples: Rather a deer, isn't she?  
We deal in first quality ready-mades.



- Some adjectives receive the termination **-s**, becoming nouns and being used only in the plural: *bettors*, *bitters*, *braces*, *chemicals*, *movables*, *eatables*, *greens*, *goods*, *necessaries*, *riches*, *shorts*, *theatricals*, *tights* etc.

Examples: Have you put on your *woollies* yet?

He didn't reach the finals (last games in athletics).

- Only the noun **news** has the form of the plural but is used with the verb in the singular, only the noun **blues** can have an indefinite article (a blues) and can be used in the singular.

Examples: Today's news is good.

I have listened to a blues at the bar last night.

- The names of nationalities can be used as collective nouns, denominating all the inhabitants of the country, region or town.

Examples: the French (*francezii*), the Irish (*irlandezii*), the Chinese (*chinezii*), the Genoese (*genovezii*)

**c. The attributive and predicative adjectives.** The attributive adjectives precede the determined noun; the predicative adjectives are placed after a copulative verb: *be*, *become*, *continue*, *appear* (*a părea*), *look* (*a părea*), *seem* (*a părea*), *feel* (+*cold*, *hungry* etc.), forming together a predicate.

Examples: She is wearing a red dress.

The background of the picture was red.

- Some adjectives are used only as predicative adjectives:**

- the adjectives having **a-** as a prefix: *ablaze*, *afire*, *aflame*, *afloat*, *afoot*, *afraid*, *akin*, *alight*, *alike*, *alive*, *alone*, *amiss*, *ashamed*, *asleep*, *awake*, *aware* etc.;
- some other adjectives, like: *drunk*, *ill*, *well*, *worth* etc.

<i>Predicative adjective</i>	<i>Attributive adjective</i>
ablaze	blazing
afire	burning
aflame	flaming
afloat	floating
afoot	walking
afraid	frightened
akin	kindred
alight	lighted
alike	like
alive	living
alone	lonely, lonesome
amiss	missing
ashamed	shameful
asleep	sleeping
awake	waking
aware	conscious
drunk	drunken
ill	sick
well	good
worth	worthy

- ***Some adjectives are used only as attributive adjectives:***

i. the adjectives ending in **-en** and deriving from nouns denominating *matters and masses*;

Examples: wooden shoes; a woollen dress; an earthen vessel; a leathern purse.

The sun was golden. (incorrect)

ii. the adjectives deriving from *the points of the compass*.

Examples: the Southern hemisphere; the Western countries

The hemisphere was Southern. (incorrect)

**d. The formation of adjectives.** In English, like in Romanian, there are three regular ways of forming adjectives: derivation, conversion and composition.

### ***A. The Derivation.***

i. *with prefixes:*

- *of Germanic origin:*

- ❑ **a-**: akin, alike, alive, alone, asleep etc.;
- ❑ **out-**: outdoor, outgoing, outspoken, outstanding etc.;
- ❑ **over-**: overbearing, overcast, overfull, overpopulated, oversea(s) etc.;
- ❑ **un-**: uncut, unhappy, unintelligent, unpleasant etc.

- *of Romanic origin:*

- ❑ **a-, ab-, abs-**: achromatic, abnormal, absent etc.;
- ❑ **ante-**: antemeridian, antewar etc.;
- ❑ **bi-**: bilingual, bimonthly etc.;
- ❑ **col-, com-, con-**: collateral, compassionate, conspicuous etc.;
- ❑ **dis-**: disagreeable, dishonest etc.;
- ❑ **ex-**: expropriate, expatriate etc.;
- ❑ **extra-**: extraordinary, extraterrestrial etc.;
- ❑ **in-, il-, im-, ir-**: indefinite, illegal, immovable, irrational etc.;
- ❑ **inter-**: interchangeable, international etc.;
- ❑ **mis-**: misapplied, misdated etc.;
- ❑ **non-**: non-British, nonstop etc.;
- ❑ **per-, pel-**: perfunctory, pellucid etc.;
- ❑ **pre-**: pre-Victorian, pre-war etc.;
- ❑ **retro-**: retroactive, retrograde etc.;
- ❑ **sub-**: subordinate, subsidiary etc.;
- ❑ **super-, sur-**: superabundant, surrealist etc.;
- ❑ **trans-**: transatlantic, transoceanic etc.;
- ❑ **ultra-**: ultraconventional, ultramarine etc.

ii. *with suffixes:*

- *of Germanic origin:*

- ❑ **-ed**: celebrated, exaggerated etc.;
- ❑ **-en**: earthen, golden etc.;
- ❑ **-er**: harder, outer etc.;
- ❑ **-ern**: Eastern, Northern etc.;
- ❑ **-ful**: beautiful, cheerful etc.;
- ❑ **-ing**: amusing, exciting etc.;
- ❑ **-ish**: foolish, oldish etc.;
- ❑ **-less**: careless, hopeless;

- ❑ **-like**: childlike, homelike etc.;
- ❑ **-ly**: bodily, daily etc.;
- ❑ **-some**: tiresome, wholesome etc.;
- ❑ **-ward**: backward, homeward, inward, outward etc.;
- ❑ **-y**: angry, funny, rainy, watery etc.
- *of Romanic origin*:
  - ❑ **-able**: agreeable, drinkable etc.;
  - ❑ **-ic(al)**: geographic(al), heroic(al) etc.;
  - ❑ **-al**: annual, constitutional etc.;
  - ❑ **-an, -ian**: American, Grecian etc.;
  - ❑ **-ant**: discordant, malignant etc.;
  - ❑ **-ent**: dependent, persistent etc.;
  - ❑ **-ial**: dictatorial, judicial etc.;
  - ❑ **-ic**: historic, Teutonic etc.;
  - ❑ **-ive**: active, illusive etc.;
  - ❑ **-ous**: corageous, glorious etc.

### ***B. The Conversion.***

#### *i. from present and past participles*

Examples: a charming lady, an unknown person

#### *ii. from nouns*

Examples: fur caps, paper covers

#### *iii. from verbs*

Examples: mock solemnity, the actress to-be, the would-be orator

#### *iv. from adverbs*

Examples: the above remarks, late winter, the then leader, this very minute

#### *v. from articles*

Examples: a pound a week, the fridge there

#### *vi. from numerals*

Examples: a double strike, the second speaker

### ***C. The Composition (the formation of compound adjectives)***

- **noun + noun**: front-wheel drive, water-safety rules etc.;
- **noun + adjective**: brand-new, lilly-white etc.;
- **noun + participle**: peace-loving, egg-shapped etc.;
- **adjective + noun**: freshwater fish, last-minute farewells etc.;
- **adjective + participle**: hard-boiled, high-coloured etc.;
- **adverb + participle**: easy-going, hard-working etc.;
- **adjective + adjective**: downright, upright etc.;
- **verb + noun**: the tell-tale blush etc.;
- **verb + verb**: make-believe soldiers, a would-be actress etc.;
- **verb + adverb**: a runaway match, put-on dignity etc.;
- **preposition + noun**: an after-dinner wine, outdoor games etc.;
- **more than two words**: an egg-and-spoon race, a life-and-death struggle etc.

*B2. Do the following exercises:*

*a. Change the nouns in the sentences below into adjectives, according to the model:*

*it has no taste – it is tasteless – a tasteless cake*

1. It has no life. (body) 2. It has no tree. (valley) 3. It has no use. (rag) 4. She has no job. (woman)  
5. She has no mother. (child) 6. She has no hat. (girl)

*b. Attach the appropriate suffixes (-ant, -ent, -ish, -ous, -ly, -some, -less, -y, -ed) to the following words to form adjectives:*

absorbe, beard, beggar, book, brother, consist, cost, coward, danger, defence, desire, doll, dust, dwarf, fool, grace, hill, ink, kitten, leaf, loan, mud, night, power, price, talent, triumph, yellow

*c. Change the phrases in italic into corresponding adjectives:*

1. a matter of importance 2. a programme of length 3. a man of patience 4. a thing of beauty 5. the job of editing 6. a place for parking 7. a tree old of two centuries 8. the rain of last week 9. behaviour like that of a lady 10. smell like that of a forest.

*d. Make sentences with the following adjectives having negative prefixes:*

disagreeable, dissimilar, displeased, disproportionate, unrestrictive, uncompulsory, unobtainable, unreal, impassive, incorrigible, illegal, irregular

*B3. Underline the adjectives in the following texts and then translate the texts into Romanian:*

a. "This loud-mouthed guy in the brown camel-hair coat was not really mean, he was drunk. He took a sudden dislike to the small well-dressed Filipino and began to order him around the waiting room telling him to get back, not to crowd among the white people. They were waiting to get on the boat and cross the bay to Oakland. If he hadn't been drunk no one would have bothered to notice him at all, but as it was, he was making a commotion in the waiting room, and while everyone seemed to be in sympathy with the Filipino, no one seemed to want to bother about coming to the boy's rescue, and the poor Filipino was becoming very frightened". (*The Filipino and the Drunkard*, by *William Saroyan*)

b. "I knew Salvatore first when he was a boy of fifteen with a pleasant, ugly face, a laughing mouth and care-free eyes. He used to spend the morning lying about the beach with next to nothing on and his brown body was as thin as a rail. He was full of grace. He was in and out of the sea all the time, swimming with the clumsy, effortless stroke common to the fisher boys. Scrambling up the jagged rocks on the hard feet, for except on Sundays he never wore shoes, he would throw himself into the deep water with a cry of delight. His father was a fisherman who owned his own little vineyard and Salvatore acted as nursemaid to his two younger brothers. He shouted to them to come inshore when they ventured out too far and made them dress when it was time to climb the hot, vineclad hill for the frugal midday meal". (*Salvatore*, by *W. Somerset Maugham*)

*B4. Translate into English:*

a. 1. E mai important ca oricând. 2. Mâinile tale sunt ca gheața. 3. El a cumpărat un material albastru deschis. 4. Lucrul cel mai important, ești sănătos. 5. E un expert eminent chiar dacă este foarte tânăr. 6. Această biserică e de departe cea mai veche din țară. 7. Cu cât mai mulți, cu atât mai bine. 8. El e cel mai silitor dintre ei doi. 9. Îi era rușine de ceea ce făcuse. 10. E cea mai bună soluție posibilă.

b. „Îl pândea de multă vreme, la fereastră, ascuns înapoia perdelelor. Când îl zări deschizând portița, se trase repede înapoi și se așază pe fotoliul de piele galbenă. Îi plăcea să fie găsit acolo, în fața bibliotecii masive, cu geamuri, în care Iancu Antim își păstra pe vremuri volumele de literatură veche românească. Apucă la întâmplare o carte de pe birou și o deschise, punându-și ochelarii. Dar nu încercă să citească. Puține clipe în urmă auzi bine știutele trei scurte bătăi în ușă și strigă emoționat: „Intră!” „Le-am găsit și pe astea! spuse omul oprindu-se o clipă în prag, ca să-și tragă răsuflarea. Le-am găsit aproape pe toate...” Era un bărbat aproape bătrân, îmbrăcat neîngrijit, cu pantalonii stropiți de noroi și obrazul, nebărbierit de câteva zile, părea murdar. Avea umerii foarte strâmți, încovoiați, și respira greu, ca un astmatic. Sub braț ținea o enormă și veche servietă de mucava, plină până la refuz cu cărți”. (*Noaptea de Sânziene*, by *Mircea Eliade*)

C. The men who drew up the Constitution in Philadelphia during the summer of 1787 were men of affairs, merchants, lawyers, planter-businessmen, speculators, investors. Having seen human nature on display in the marketplace, the courtroom, the legislative chamber, in every secret path where wealth and power are courted, they felt that they knew it in all its frailty. To them a human being was an atom of self-interest, which should have been controlled by good political actions. The Founding Fathers were intellectuals of the seventeenth century, who believed in popular sovereignty and opposed to arbitrary rule. They were aware that both military dictatorship and a return to monarchy would endanger the young American democracy. We are going to follow the ideas and doubts of the most important American public figures in the years before and after the birth of the new nation.

C1. Read, translate and comment upon the following texts, one of **Thomas Jefferson**, *A Summary view of the Rights of British America*, from 1774, and the other written by **John Adams**, entitled *Novanglus*, from 1775. Discuss the main points related to the right to self-government of each nation and the liberties of men.



*Delegates to the Philadelphia convention in 1787 sign the newly written Constitution in this 1940 painting by Howard Chandler Christie. These men are referred to as the Founding Fathers.*

Resolved, that it be an instruction to the said deputies, when assembled in general congress with the deputies from the other states of British America, to propose to the said congress that an humble and dutiful address be presented to his majesty, begging leave to lay before him, as chief magistrate of the British empire, the united complaints of his majesty's subjects in America; complaints which are excited by many unwarrantable encroachments and usurpations, attempted to be made by the legislature of one part of the empire, upon those rights which God and the laws have given equally and independently to all. To represent to his majesty that these his states have often individually made humble application

to his imperial throne to obtain, through its intervention, some redress of their injured rights, to none of which was ever even an answer condescended; humbly to hope that this their joint address, penned in the language of truth, and divested of those expressions of servility which would persuade his majesty that we are asking favours, and not rights, shall obtain from his majesty a more respectful acceptance. And this his majesty will think we have reason to expect when he reflects that he is no more than the chief officer of the people, appointed by the laws, and circumscribed with definite powers, to assist in working the great machine of government, erected for their use, and consequently subject to their superintendence. And in order that these our rights, as well as the invasions of them, may be laid more fully before his majesty, to take a view of them from the origin and first settlement of these countries.

To remind him that our ancestors, before their emigration to America, were the free inhabitants of the British dominions in Europe, and possessed a right which nature has given to all men, of departing from the country in which chance, not choice, has placed them, of going in quest of new habitations, and of there establishing new societies, under such laws and regulations as to them shall seem most likely to promote public happiness. That their Saxon ancestors had, under this universal law, in like manner left their native wilds and woods in the north of Europe, had possessed themselves of the island of Britain, then less charged with inhabitants, and had established there that system of laws which has so long been the glory and protection of that country. Nor was ever any claim of superiority or dependence asserted over them by that mother country from which they had migrated; and were such a claim made, it is believed that his majesty's subjects in Great Britain have too firm a feeling of the rights derived to them from their ancestors, to bow down the sovereignty of their state before such visionary pretensions. And it is thought that no circumstance has occurred to distinguish materially the British from the Saxon emigration. America was conquered, and her settlements made, and firmly established, at the expence of individuals, and not of the British public. Their own blood was spilt in acquiring lands for their settlement, their own fortunes expended in making that settlement effectual; for themselves they fought, for themselves they conquered, and for themselves alone they have right to hold. Not a shilling was ever issued from the public treasures of his majesty, or his ancestors, for their assistance, till of very late times, after the colonies had become established on a firm and permanent footing. That then, indeed, having become valuable to Great Britain for her commercial purposes, his parliament was pleased to lend them assistance against an enemy, who would fain have drawn to herself the benefits of their commerce, to the great aggrandizement of herself, and danger of Great Britain. Such assistance, and in such circumstances, they had often before given to Portugal, and other allied states, with whom they carry on a commercial intercourse; yet these states never supposed, that by calling in her aid, they thereby submitted themselves to her sovereignty. Had such terms been proposed, they would have rejected them with disdain, and trusted for better to the moderation of their enemies, or to a vigorous exertion of their own force. We do not, however, mean to under-rate those aids, which to us were doubtless valuable, on whatever principles granted; but we would shew that they cannot give a title to that authority which the British parliament would arrogate over us, and that they may amply be repaid by our giving to the inhabitants of Great Britain such exclusive privileges in trade as may be advantageous to them, and at the same time not too restrictive to ourselves. That settlements having been thus effected in the wilds of America, the emigrants thought proper to adopt that system of laws under which they had hitherto lived in the mother country, and to continue their union with her by submitting themselves to the same common sovereign, who was thereby made the central link connecting the several parts of the empire thus newly multiplied. But that not long were they permitted, however far they thought themselves removed from the hand of oppression, to hold undisturbed the rights thus acquired, at the hazard of their lives, and loss of their fortunes. A family of princes was then on the British throne, whose treasonable crimes against their people brought on them afterwards the exertion of those sacred and sovereign rights of punishment reserved in the hands of the people for cases of extreme necessity, and judged by the

constitution unsafe to be delegated to any other judicature. While every day brought forth some new and unjustifiable exertion of power over their subjects on that side the water, it was not to be expected that those here, much less able at that time to oppose the designs of despotism, should be exempted from injury.

Accordingly that country, which had been acquired by the lives, the labours, and the fortunes, of individual adventurers, was by these princes, at several times, parted out and distributed among the favourites and followers of their fortunes, and, by an assumed right of the crown alone, were erected into distinct and independent governments; a measure which it is believed his majesty's prudence and understanding would prevent him from imitating at this day, as no exercise of such a power, of dividing and dismembering a country, has ever occurred in his majesty's realm of England, though now of very antient standing; nor could it be justified or acquiesced under there, or in any other part of his majesty's empire.

That the exercise of a free trade with all parts of the world, possessed by the American colonists, as of natural right, and which no law of their own had taken away or abridged, was next the object of unjust encroachment. Some of the colonies having thought proper to continue the administration of their government in the name and under the authority of his majesty king Charles the first, whom, notwithstanding his late deposition by the commonwealth of England, they continued in the sovereignty of their state; the parliament for the commonwealth took the same in high offence, and assumed upon themselves the power of prohibiting their trade with all other parts of the world, except the island of Great Britain. This arbitrary act, however, they soon recalled, and by solemn treaty, entered into on the 12<sup>th</sup> day of March, 1651, between the said commonwealth by their commissioners, and the colony of Virginia by their house of burgesses, it was expressly stipulated, by the 8<sup>th</sup> article of the said treaty, that they should have "free trade as the people of England do enjoy to all places and with all nations, according to the laws of that commonwealth". But that, upon the restoration of his majesty king Charles the second, their rights of free commerce fell once more a victim to arbitrary power; and by several acts of his reign, as well as of some of his successors, the trade of the colonies was laid under such restrictions, as shew what hopes they might form from the justice of a British parliament, were its uncontrolled power admitted over these states. History has informed us that bodies of men, as well as individuals, are susceptible of the spirit of tyranny. A view of these acts of parliament for regulation, as it has been affectedly called, of the American trade, if all other evidence were removed out of the case, would undeniably evince the truth of this observation. Besides the duties they impose on our articles of export and import, they prohibit our going to any markets northward of Cape Finesterre, in the kingdom of Spain, for the sale of commodities which Great Britain will not take from us, and for the purchase of others, with which she cannot supply us, and that for no other than the arbitrary purposes of purchasing for themselves, by a sacrifice of our rights and interests, certain privileges in their commerce with an allied state, who in confidence that their exclusive trade with America will be continued, while the principles and power of the British parliament be the same, have indulged themselves in every exorbitance which their avarice could dictate, or our necessities extort; have raised their commodities, called for in America, to the double and treble of what they sold for before such exclusive privileges were given them, and of what better commodities of the same kind would cost us elsewhere, and at the same time give us much less for what we carry thither than might be had at more convenient ports. That these acts prohibit us from carrying in quest of other purchasers the surplus of our tobaccos remaining after the consumption of Great Britain is supplied; so that we must leave them with the British merchant for whatever he will please to allow us, to be by him reshipped to foreign markets, where he will reap the benefits of making sale of them for full value. That to heighten still the idea of parliamentary justice, and to shew with what moderation they are like to exercise power, where themselves are to feel no part of its weight, we take leave to mention to his majesty certain other acts of British parliament, by which they would prohibit us from manufacturing for our own use the articles we raise on our own lands with our own labour. By an

act passed in the 5<sup>th</sup> Year of the reign of his late majesty king George the second, an American subject is forbidden to make a hat for himself of the fur which he has taken perhaps on his own soil; an instance of despotism to which no parallel can be produced in the most arbitrary ages of British history. By one other act, passed in the 23<sup>rd</sup> year of the same reign, the iron which we make we are forbidden to manufacture, and heavy as that article is, and necessary in every branch of husbandry, besides commission and insurance, we are to pay freight for it to Great Britain, and freight for it back again, for the purpose of supporting not men, but machines, in the island of Great Britain. In the same spirit of equal and impartial legislation is to be viewed the act of parliament, passed in the 5<sup>th</sup> year of the same reign, by which American lands are made subject to the demands of British creditors, while their own lands were still continued unanswerable for their debts; from which one of these conclusions must necessarily follow, either that justice is not the same in America as in Britain, or else that the British parliament pay less regard to it here than there. But that we do not point out to his majesty the injustice of these acts, with intent to rest on that principle the cause of their nullity; but to shew that experience confirms the propriety of those political principles which exempt us from the jurisdiction of the British parliament. The true ground on which we declare these acts void is, that the British parliament has no right to exercise authority over us. [...] (*Thomas Jefferson, A Summary view of the Rights of British America*)

b. I agree, that “two supreme and independent authorities cannot exist in the same state”, any more than two supreme beings in one universe; and, therefore, I contend, that our provincial legislatures are the only supreme authorities in our colonies. Parliament, notwithstanding this, may be allowed an authority supreme and sovereign over the ocean, which may be limited by the banks of the ocean, or the bounds of fur charters; our charters give us no authority over the high seas. Parliament has our consent to assume a jurisdiction over them. And here is a line fairly drawn between the rights of Britain and the rights of the colonies, namely, the banks of the ocean, or low-water mark; the line of division between common law, and civil or maritime law. [...]

“If then, we are a part of the British empire, we must be subject to the supreme power of the state, which is vested in the estates in parliament”.

Here, again, we are to be conjured out of our senses by the magic in the words “British empire”, and “supreme power of the state”. But, however it may sound, I say we are not a part of the British empire; because the British government is not an empire. The governments of France, Spain, &c. are not empires, but monarchies, supposed to be governed by fixed fundamental laws, though not really. The British government is still less entitled to the style of *an empire*. It is a limited monarchy. If Aristotle, Livy, and Harrington knew what a republic was, the British constitution is much more like a republic than an empire. They define a republic to be a government of laws, and not of men. If this definition is just, the British constitution is nothing more nor less than a republic, in which the king is first magistrate. This office being hereditary, and being possessed of such ample and splendid prerogatives, is no objection to the government’s being a republic, as long as it is bound by fixed laws, which the people have a voice in making, and a right to defend. An empire is a despotism, and an emperor a despot, bound by no law or limitation but his own will; it is a stretch of tyranny beyond absolute monarchy. For, although the will of an absolute monarch is law, yet his edicts must be registered by parliaments. Even this formality is not necessary in an empire.

“If the colonies are not subject to the authority of parliament, Great Britain and the colonies must be distinct states, as completely so as England and Scotland were before the union, or as Great Britain and Hanover are now”. There is no need of being startled at this consequence. It is very harmless. There is no absurdity at all in it. Distinct states may be united under one king. And those states may be further cemented and united together by a treaty of commerce. This is the case. We have, by our own express consent, contracted to observe the Navigation Act, and by our implied consent, by long usage and uninterrupted acquiescence, have submitted to the other acts of trade, however grievous



some of them may be. This may be compared to a treaty of commerce, by which those distinct states are cemented together, in perpetual league and amity. [...]

The only proposition in all this writer's long string of pretended absurdities, which he says follows from the position that we are distinct states, is this: That, "as the king must govern each state by its parliament, those several parliaments would pursue the particular interest of its own state; and however well disposed the king might be to pursue a line of interest that was common to all, the checks and control that he would meet with would render it impossible". Every argument ought to be allowed its full weight; and therefore candor obliges me to acknowledge, that here lies all the difficulty that there is in this whole controversy. There has been, from first to last, on both sides of the Atlantic, an idea, an apprehension that it was necessary there should be some superintending power, to draw together all the wills, and unite all the strength of the subjects in all the dominions, in case of war, and in the case of trade. The necessity of this, in case of trade, has been so apparent, that, as has often been said, we have consented that parliament should exercise such a power. In case of war, it has by some been thought necessary. But, in fact and experience, it has not been found so. [...] The inconveniences of this were small, in comparison of the absolute ruin to the liberties of all which must follow the submission to parliament, in all cases, which would be giving up all the popular limitations upon the government.

But, admitting the proposition in its full force, that it is absolutely necessary there should be a supreme power, coextensive with all the dominions, will it follow that parliament, as now constituted, has a right to assume this supreme jurisdiction? By no means.

A union of the colonies might be projected, and an American legislature; for, if America has 3,000,000 people, and the whole dominions 12,000,000, she ought to send a quarter part of all the members to the house of commons; and instead of holding parliaments always at Westminster, the haughty members for Great Britain must humble themselves, one session in four, to cross the Atlantic, and hold the parliament in America.

There is no avoiding all inconveniences in human affairs. The greatest possible, or conceivable, would arise from ceding to parliament power over us without a representation in it. [...] The least of all would arise from going on as we began, and fared well for 150 years, by letting parliament regulate trade, and our own assemblies all other matters.

But perhaps it will be said, that we are to enjoy the British constitution in our supreme legislature, the parliament, not in our provincial legislatures. To this I answer, if parliament is to be our supreme legislature, we shall be under a complete oligarchy or aristocracy, not the British constitution, which this writer himself defines a mixture of monarchy, aristocracy, and democracy. For king, lords, and commons, will constitute one great oligarchy, as they will stand related to America, as much as the decemvirs did in Rome; with this difference for the worse, that our rulers are to be three thousand miles off. [...] If our provincial constitutions are in any respect imperfect, and want alteration, they have capacity enough to discern it, and power enough to effect it, without interposition of parliament.... America will never allow that parliament has any authority to alter their constitution at all. She is wholly penetrated with a sense of the necessity of resisting it at all hazards.... The question we insist on most is, not whether the alteration is for the better or not, but whether parliament has any right to make any alteration at all. And it is the universal sense of America, that it has none.

That a representation in parliament is impracticable, we all agree; but the consequence is, that we must have a representation in our supreme legislatures here. This was the consequence that was drawn by kings, ministers, our ancestors, and the whole nation, more than a century ago, when the colonies were first settled, and continued to be the general sense until the last peace; and it must be the general sense again soon, or Great Britain will lose her colonies. [...] (*John Adams, Novanglus*)

*C2. Read, translate and comment upon the following fragment from **Common Sense**, a work of Thomas Paine (1776) which provoked many reactions in the era.*

Mankind being originally equals in the order of creation, the equality could only be destroyed by some subsequent circumstance; the distinctions of rich, and poor, may in a great measure be accounted for, and that without having recourse to the harsh, ill-sounding names of oppression and avarice. Oppression is often the consequence, but seldom or never the means of riches; and though avarice will preserve a man from being necessitously poor, it generally makes him too timorous to be wealthy.

But there is another and greater distinction for which no truly natural or religious reason can be assigned, and that is, the distinction of men into **KINGS** and **SUBJECTS**. Male and female are the distinctions of nature, good and bad the distinctions of heaven; but how a race of men came into the world so exalted above the rest, and distinguished like some new species, is worth enquiring into, and whether they are the means of happiness or of misery to mankind.

In the early ages of the world, according to the scripture chronology, there were no kings; the consequence of which was there were no wars; it is the pride of kings which throw mankind into confusion. Holland without a king hath enjoyed more peace for this last century than any of the monarchical governments in Europe. Antiquity favors the same remark; for the quiet and rural lives of the first patriarchs hath a happy something in them, which vanishes away when we come to the history of Jewish royalty.

Government by kings was first introduced into the world by the Heathens, from whom the children of Israel copied the custom. It was the most prosperous invention the Devil ever set on foot for the promotion of idolatry. The Heathens paid divine honors to their deceased kings, and the christian world hath improved on the plan by doing the same to their living ones. How impious is the title of sacred majesty applied to a worm, who in the midst of his splendor is crumbling into dust.

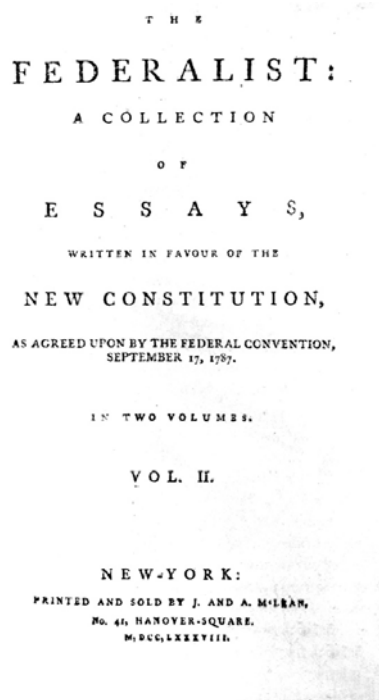
As the exalting one man so greatly above the rest cannot be justified on the equal rights of nature, so neither can it be defended on the authority of scripture; for the will of the Almighty, as declared by Gideon and the prophet Samuel, expressly disapproves of government by kings. All anti-monarchical parts of scripture have been very smoothly glossed over in monarchical governments, but they undoubtedly merit the attention of countries which have their governments yet to form. "Render unto Caesar the things which are Caesar's" is the scriptural doctrine of courts, yet it is no support of monarchical government, for the jews at that time were without a king, and in a state of vassalage to the Romans.

Near three thousand years passed away from the Mosaic account of the creation, till the Jews under a national delusion requested a king. Till then their form of government (except in extraordinary cases, where the Almighty interposed) was a kind of republic administered by a judge and the elders of the tribes. Kings they had none, and it was held sinful to acknowledge any being under that title but the Lords of Hosts. And when a man seriously reflects on the idolatrous homage which is paid to the persons of Kings, he need not wonder, that the Almighty, ever jealous of his honor, should disapprove of a form of government which so impiously invades the prerogative of heaven.

Monarchy is ranked in scripture as one of the sins of the jews, for which a curse in reserve is denounced against them. The history of that transaction is worth attending to.

*C3. Read, translate and comment upon the following fragments from Federalist and Anti-Federalist papers. **The Federalist Papers** is a series of 85 essays urging that the former colonies should adopt the Constitution. They were signed "Publius" (the public) and were written by Alexander Hamilton, James Madison and John Jay. They were published in the New York newspapers. They expound the principles of the Constitution and thus represent its earliest best commentary. They have taken the character of an American state document, a kind of supplement to the Constitution, and have been quoted repeatedly in Supreme Court decisions interpreting the Constitution. **The Anti-Federalist***

*Papers do not form a unitary group, they represent various discussions and speeches, articles and comments of people like George Clinton, Richard Henry Lee, Patrick Henry, Samuel Adams.*



*The Federalists Essays, published in 1788, represent one of America's most important contributions to constitutional theory.*

a. After an unequivocal experience of the inefficiency of the subsisting federal government, you are called upon to deliberate on a new Constitution for the United States of America. The subject speaks its own importance; comprehending in its consequences nothing less than the existence of the *union*, the safety and welfare of the parts of which it is composed, the fate of an empire in many respects the most interesting in the world. It has been frequently remarked that it seems to have been reserved to the people of this country, by their conduct and example, to decide the important question, whether societies of men are really capable or not of establishing good government from reflection and choice, or whether they are forever destined to depend for their political constitutions on accident and force. If there be any truth in the remark, the crisis at which we are arrived may with propriety be regarded as the era in which that decision is to be made; and a wrong election of the part we shall act may, in this view, deserve to be considered as the general misfortune of mankind.

This idea will add the inducements of philanthropy to those of patriotism, to heighten the solicitude which all considerate and good men must feel for the event. Happy will it be if our choice should be directed by a judicious estimate of our true interests, unperplexed and unbiased by considerations not connected with the public good. But this is a thing more ardently to be wished

than seriously to be expected. The plan offered to our deliberations affects too many particular interests, innovates upon too many local institutions, not to involve in its discussion a variety of objects foreign to its merits, and of views, passions and prejudices little favorable to the discovery of truth.

Among the most formidable of the obstacles which the new Constitution will have to encounter may readily be distinguished the obvious interest of a certain class of men in every State to resist all changes which may hazard a diminution of the power, emolument, and consequence of the offices they hold under the State establishments; and the perverted ambition of another class of men, who will either hope to aggrandize themselves by the confusions of their country, or will flatter themselves with fairer prospects of elevation from the subdivision of the empire into several partial confederacies than from its union under one government. [...]

And yet, however just these sentiments will be allowed to be, we have already sufficient indications that it will happen in this as in all former cases of great national discussion. A torrent of angry and malignant passions will be let loose. To judge from the conduct of the opposite parties, we shall be led to conclude that they will mutually hope to evince the justness of their opinions, and to increase the number of their converts by the loudness of their declamations and the bitterness of their invectives. An enlightened zeal for the energy and efficiency of government will be stigmatized as the offspring of a temper fond of despotic power and hostile to the principles of liberty. An over-scrupulous jealousy of danger to the rights of the people, which is more commonly the fault of the head than of the heart, will be represented as mere pretense and artifice, the stale bait for popularity at the expence of the public good. It will be forgotten, on the one hand, that jealousy is the usual concomitant of love, and that the noble enthusiasm of liberty is apt to be infected with a spirit of narrow and illiberal distrust. On the other hand, it will be equally forgotten that the vigor of

government is essential to the security of liberty; that, in the contemplation of a sound and well-informed judgement, their interest can never be separated; and that a dangerous ambition more often lurks behind the specious mask of zeal for the rights of the people than under the forbidden appearance of zeal for the firmness and efficiency of government. History will teach us that the former has been found a much more certain road to the introduction of despotism than the latter, and that of those men who have overturned the liberties of republics, the greatest number have begun their career by paying an obsequious court to the people; commencing demagogues, and ending tyrants.

I propose, in a series of papers, to discuss the following interesting particulars: *The utility of the union to your political prosperity, the insufficiency of the present confederation to preserve that union, the necessity of a government at least equally energetic with the one proposed, to the attainment of this object the conformity of the proposed constitution to the true principles of republican government its analogy to your own state constitution and lastly, the additional security which its adoption will afford to the preservation of that species of government, to liberty, and to property.* [...] (*Federalist Number 1*)

b. The great question is what provision shall we make for the happiness of our Country. He would first make a comparative examination of the two plans – prove that there were essential defects in both – and point out such changes as might render a *national one*, efficacious. The great and essential principles necessary for the support of Government are:

1. *An active and constant interest in supporting it.* This principle does not exist in the States in favor of the federal Government. They have evidently in a high degree, the esprit de corps. They constantly pursue internal interests adverse to those of the whole. They have their particular debts their particular plans of finance etc. All these when opposed to, invariably prevail over the requisitions and plans of Congress.

2. *The love of power.* Men love power. The same remarks are applicable to this principle. The States have constantly shown a disposition rather to regain the powers delegated by them than to part with more, or to give effect to what they had parted with. The ambition of their demagogues is known to hate the control of the General Government. It may be remarked too that the Citizens have not that anxiety to prevent a dissolution of the General Government as of the particular Governments. A dissolution of the latter would be fatal; of the former would still leave the purposes of Government attainable to a considerable degree. Consider what such a State as Virginia will be in a few years, a few compared with the life of nations. How strongly will it feel its importance and self-sufficiency?

3. *A habitual attachment of the people.* The whole force of this tie is on the side of the State Government. Its sovereignty is immediately before the eyes of the people: its protection is immediately enjoyed by them. From its hand distributive justice, and all those acts which familiarize and endear Government to a people, are dispensed to them.

4. *Force by which may be understood a coercion of laws or coercion of arms.* Congress have not the former except in few cases. In particular States, this coercion is nearly sufficient, though he held it in most cases, not entirely so. A certain portion of military force is absolutely necessary in large communities. Massachusetts is now feeling this necessity and making provision for it. But how can this force be exerted on the States collectively. It is impossible. It amounts to a war between the parties. Foreign powers also will not be idle spectators. They will interpose, the confusion will increase, and a dissolution of the Union ensue.

5. *Influence.* He did not mean corruption, but a dispensation of those regular honors and emoluments, which produce an attachment to the Government. Almost all the weight of these is on the side of the States; and must continue so as long as the States continue to exist. All the passions then we see, of avarice, ambition, interest, which govern most individuals, and all public bodies, fall into the current of the States, and do not flow in the stream of the General Government. The former therefore will generally be an overmatch for the General Government and render any confederacy, in its very nature precarious. [...]” (*Plan for National Government*, 1787)

*C4. Write an essay presenting your detailed opinion about the political thinking of the Founding Fathers, finding new examples in their writings.*

### **D. Vocabulary Practice. People.**

*D1. Match each of the following colloquial names for certain types of people with the correct descriptions below. Bear in mind these phrases, learn how to place them in their specific contexts and then use them in your own compositions and dialogues. Pay attention to the fact that in such expressions no word can be replaced by others.*

a pain in the neck, a busybody, a rolling stone, a crank, a sponger, a tomboy, a lone wolf, a battle-axe, a day-dreamer, a dare-devil, a slow coach, a golden boy, a tear-away, a windbag, a name-dropper, a clock-watcher, a litter-lout, a road hog, a layabout, a slave-driver, a jay-walker, a miser, a slob, a fare-dodger.

1. He's always got his head in the clouds, always fantasising. 2. She's very inquisitive about my private life. 3. He loves taking dangerous risks. 4. He can't settle down. He goes from job to job, place to place. 5. He's always borrowing money and living off other people. 6. She's very aggressive and bossy. She likes to dominate. 7. Everyone thinks he'll get rapid promotion. He's destined to success. 8. He's always slow and behind the others in his work or studies. 9. She's got extremely odd, eccentric, unconventional ideas and theories. 10. He's a real nuisance. I can't stand him! 11. He likes to do things on his own. 12. She's a girl who likes to play rough, boys' games. 13. She talks on and on about her opinions and ideas. 14. He keeps count of every penny he has and only spends money if he must. 15. She likes to mention all the famous and important people she's met. 16. He makes his employees work extremely hard. 17. She crosses the road without bothering to look at the traffic. 18. He's lazy and prefers not to work. 19. She drops rubbish everywhere and never puts it in the bin. 20. He drives very inconsiderately of other drivers. 21. She's only interested in leaving work and going home. 22. She avoids paying when she travels on public transport. 23. He dresses and behaves in a very careless, often disgusting, way. 24. He's a bit wild, always getting into fights and other trouble.

*D2. Some common names appear in idiomatic expressions. Put each of the following items in its correct place in the sentences below. Bear in mind these phrases, learn how to place them in their specific contexts and then use them in your own compositions and dialogues. Pay attention to the fact that in such expressions no word can be replaced by others.*

peeping Tom; doubting Thomas; smart Alec; bobby; Jack of all trades; Tom, Dick or Harry; keeping up with the Joneses; I don't know him from Adam; robbing Peter to pay Paul; before you could say Jack Robinson.

1. A British policeman is sometimes called a ..... The name comes from sir Robert Peel, the founder of the first London police force. 2. It is often said of someone who can do many different things that he is a ..... 3. Someone who spies on other people, especially by looking through their windows, is called a ..... 4. Oh, don't take any notice of him. He thinks he knows everything. He's just a ..... 5. He's a real snob. He's only interested in people who are rich or famous. He won't talk to any ..... 6. When the Wright brothers invented the first aeroplane which actually flew, there was many a ..... who said that air travel would never be commercially successful. 7. No, I'm sure I've never met him. He's a complete stranger. Really, ..... 8. The couple next door are very conscious of their social position. They've got a new car, a modern kitchen, trendy new clothes. They don't really need them. They are just ..... 9. It is ridiculous to borrow from your

uncle to settle your debt to your cousin. That's just ..... 10. One man insulted another and suddenly, ....., they were involved in a violent fight.

*D3. Put each of the following words or phrases in its correct place in the passage:*

cosmopolitan, metropolis, stimulation, pollution, urban, commuter, congestion, cost of living, city-dwellers, to breed crime, irresistible lure, anonymity.

Most people in developed countries are ....., many drawn by the ..... of the ..... The attractions of the city are many: the ..... atmosphere (foreign restaurants, different languages, international companies), the ..... of cultural events or the simple hope of finding work. All too many find, however, that the glamorous façade is false. One can be very alone in the city and the ..... which at first seems to give freedom and protection later leaves just loneliness. There is a lot to do but everything is expensive. The ..... is high. There is ..... not only of the physical but also of the moral environment and the various pressures of ..... life cause cities ..... Above all, perhaps, it is the daily stresses and strains of the city which make life their a matter of survival rather than of enjoyment. Many a ..... struggling to work through the rush-hour ..... asks "Is it worth it?"

*D4. The words below on the left are used in colloquial conversations to describe people of different characteristics or interests, having various physical or mental features. Bear in mind these phrases, learn how to put them in their specific contexts and then use them in your own compositions and dialogues. Match each item on the left with the most suitable phrase on the right:*

- |                      |   |
|----------------------|---|
| a. a chatterbox      | 1. is inquisitive and pokes his nose into other people's business |
| b. a highbrow        | 2. can't stop talking   |
| c. a nosy parker     | 3. loves reading books  |
| d. a bookworm        | 4. is confused and forgetful                                      |
| e. a film fan        | 5. is intellectual and likes art                                  |
| f. slow coach        | 6. loves to work  |
| g. a lazybones       | 7. is very keen on the cinema                                     |
| h. a scatter brain   | 8. is not very active or energetic                                |
| i. a workaholic      | 9. is slow  |
| j. a fresh air fiend | 10. causes difficulties between people                            |
| k. a high flier      | 11. seems to enjoy preventing others from enjoying themselves     |
| l. a troublemaker    | 12. likes to open the window or be outside                        |
| m. a killjoy         | 13. is clever and ambitious and will get promotion and success    |

## XI. THE FIRST PRESIDENTS

### A. The Eligible Project

In order to conceive, write and implement a good project, there should be executed various types of operations for organising the existing data. This is necessary not only at the beginning, when a certain person, team or institution has to convince that it deserves to receive funds in order to accomplish certain research or activities, but also in the following stages, when making reports or putting in order a concrete plan of action. We are going to briefly discuss ways of structuring a material for a good project.

*A1. Read and comment upon the following possible way of organising the plan. Try to remember the steps in order, for applying them to your own projects.*

### ***The Logical Framework Method***

a. *Introduction.* It is clear now that a project is a very complex exercise, manipulating a lot of information. How to put all these together in a coherent and controllable way? One powerful method is the Logical Framework Approach.

b. *Description of the Logical Framework Method.* The Logical Framework Method (logframe) is a management tool which was originally developed in the early 70's for the USAID and which consists of a set of inter-linked concepts. The approach

- facilitates the formulation of consistent and realistic programme / project design
- functions as a guide for the management of programme / project implementation
- lays the foundation for monitoring and evaluation of the programme / project achievements

Its main element is the “**logframe matrix**” which summarises all the essential aspects of the programme / project design in a table with four columns and four rows (4 x 4 matrix)

c. *The four columns of the programme and project logframe matrices:*

- specify the major cause-effect relationships between objectives at different levels (***Narrative Summary***)
- elaborate precise operational definitions and targets for every important objective (***Indicators of Achievement***)
- provide data sources in order to measure the achievements of the programme / project (***Sources of Information***)
- include a clear definition of the “boundaries” of the programme / project relative to other significant factors (***Assumptions and Risks***)

*The Narrative Summary* should comprise all the data that should be immediately understood by the persons who read the project and accomplish assessment and evaluation. *The Indicators of Achievement* should mention goals, targets and objectives in their most general formulation, specifying strong points of the implementing organisation, materials and devices available for the project, training of the team. *The Sources of Information* should include all the pieces of a future research, bibliographies or parts of a database. *The Assumptions and Risks* should contain the assessments and risks, as well as ways of surpassing the obstacles.

d. *Structure of a logframe matrix (at programme level)*

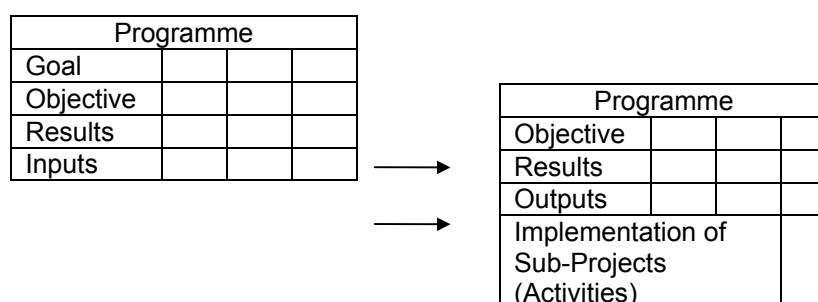
Narrative Summary	Indicator of Achievement	Source of Information	Assumption and Risks
Goals	Indicator of Achievement	Source of Information	
Objectives	Indicator of Achievement	Source of Information	Assumption and Risks
Results	Indicator of Achievement	Source of Information	Assumption and Risks
Inputs		Source of Information	Assumption and Risks

Within the Plan of Operations for programmes, a logframe matrix is elaborated for the programme as a whole, which is further specified and detailed for each project of this programme through a separate project logframe matrix with a slightly different format.

e. *Structure of a logframe matrix (at project level)*

Narrative Summary	Indicator of Achievement	Source of Information	Assumption and Risks
Objective	Indicator of Achievement	Source of Information	Assumption and Risks
Results of Project	Indicator of Achievement	Source of Information	Assumption and Risks
Outputs of Sub-Projects	Indicator of Achievement	Source of Information	Assumption and Risks
Implementation Schedule of Sub-Projects		Budget of Sub-Projects	

When defining the logframe matrices for different projects within a programme, the content of the levels of *Objectives* and *Results* that is relevant for the respective project is transferred to the project matrix and further broken down into *Outputs* of sub-projects and a corresponding implementation *Schedule* that specifies the phases of activities for each sub-project. The following diagram shows this relation between the different logframe matrices.

f. *Relation between logframe matrix at programme and at project level*

g. The first column of each matrix describes *the strategy of the programme / project and its targets*, that is the hierarchy of inputs, schedule of implementation (of activities), outputs, results, objectives and goal through a brief *Narrative Summary*. In this context, every level or row has a precisely



defined content which guarantees a strict logical means-ends-relationship and consistency within the programme/project strategy without any logical “loops”.

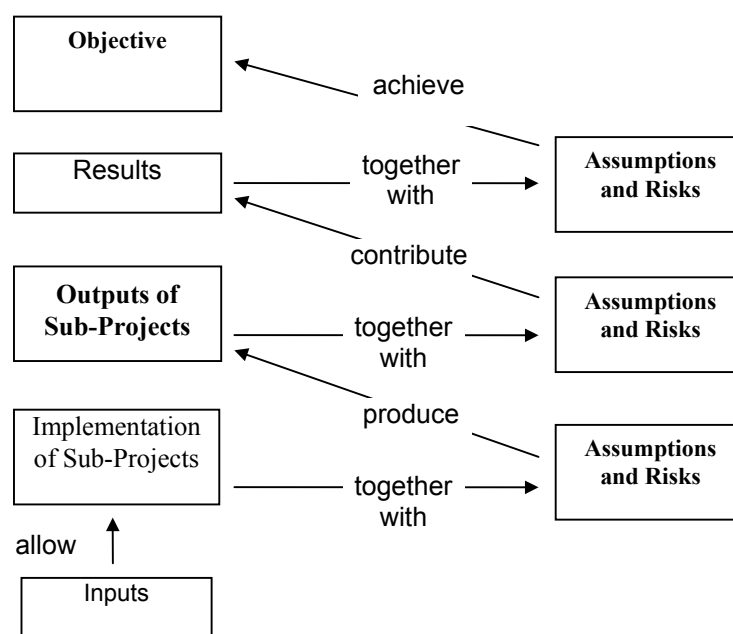
h. *No programme or project exists in isolation.* External factors often have a decisive influence on the implementation and the success of a programme/project. Therefore the logframe approach specifies the most important of these factors already in the planning stage and includes them in the programme/project design. In the fourth column those *Assumptions and Risks* listed are:

- outside the strategy of the programme/project and beyond the control of the project management;
- crucial for the successful implementation and achievement of positive impact;
- whose occurrence is likely but can not be taken for certain.

Assumptions therefore indicate areas which require close attention during the implementation and are often the underlying cause for the need of corrective actions and/or re-planning.

The hierarchy of objectives (first column of the matrix) together with assumptions form the “vertical logic” of the logframe are shown in the following diagram.

i. *Vertical logic of logframe (project level)*



j. In addition to the narrative summary in the first column, the logframe matrix includes in the second column *a more precise description of each objective, result and output*. Indicators set targets at the different levels of the programme/project design and provide a basis and reference point for monitoring and evaluation of achievements.

An indicator is a description of an output or objective i.e. it has to be specified at the same logical level as the corresponding parameter. Therefore, an indicator must be

- neither the prerequisite for achieving an objective (= that would mean the next lower level in the hierarchy of objectives)
- nor the consequence of achieving the objective (= that would mean the next higher level in the hierarchy of objectives)

These *Indicators of Achievement* specify each parameter in terms of

<b>Quantity</b>	target value to be achieved at a particular time	(= how much)
<b>Quality</b>	description of characteristics	(= how well)
and if applicable		
<b>Target Group</b>	user of an output or beneficiary of an impact	(= for whom)
<b>Location</b>	area in which output/impact are realised	(= where)
<b>Time</b>	date(s) at which output/impact are accomplished	(= when)

k. Finally, the third column of the logframe matrix lists those *Sources of Information* where the data can be found in order to verify and measure the development of the indicators. This can be internal project documents, secondary sources (e.g. official statistics, polls etc.) or special studies (bibliography). Indicator and source of information together with the corresponding parameter (output, result or objective) are often called the “horizontal logic” of the logframe.

*A2. Conceive the logframe matrix for a project targeting the improvement of the Small – Medium Enterprises in Romania, under the following given conditions. Think of the issues which can ease the situation and of those which harden it.*

### ***Analysis of the SME/Regional Development Sector in Romania***

#### ***SMEs in Romania: Current Situation and Policy Support***

##### **1. The Situation of the Small and Medium Enterprises (SME) in Romania**

- no private sector in Romania before March 1990
- explosive growth in the succeeding four years - 533,757 private companies by January 1999; 65% in trade and services compared to 35% in production
- 28% of exports and 23% of imports provided by private companies
- one million employees working in the private sector
- the major factors which inhibit growth:
  - lack of finance on reasonable terms
  - lack of services to entrepreneurs
  - unclear government policy towards the private sector
  -

##### **2. Progress of the 1994 SME Development Programme**

- a total budget of 10 MECU has been implemented through the Romanian Centre for Small and Medium Size Enterprises (CRIMM) Foundation, including:

- support to CRIMM and SME Development Centres, including actions in support of policy favourable atmosphere for SMEs
- pilot projects: Business Innovation Centres
- pilot projects: conditional grants

### 3. Policy support for SMEs

- *needs:*
  - a clearer policy towards the SME sector within the government
  - development of an efficient system for consultation with the private sector
  - development of a system of consultation with other government institutions
  - development of capacity for co-ordination the network of business advisory centres
  - improve background activity for policy development and reporting capability on the SME sector
  - development of capability to collect and disseminate information on the SME sector
  - specific policy proposals to be made in the following areas: tax policy, relationship between the State and private enterprises, finance for SMEs.

*A3. Accomplish a logframe matrix for an individual project of research.*

*A4. Accomplish a logframe matrix for a collective project of institutional development.*

### B. The Pronoun.

*B1. Read and bear in mind the following theories about the pronoun in the English language. Pay attention especially to the differences between the English language and the Romanian language in what concerns the pronoun.*

**a. Definition.** The pronoun is the part of speech replacing a noun or an equivalent of a noun.

**b. Classification.** We can distinguish seven categories of pronoun:

- i. **Personal pronouns:** (Nominative) *I, you, he, she, it, we, you, they;*  
(Accusative-Dative) *me, you, him, her, it, us, you, them;*

Examples: I think I forgot to mention it.

I gave you the hat.

It is a long way to my office.

- *the third person singular it is used in the following cases:*
  - ❑ *in order to replace the inanimate objects, the beings whose sex is not specified, as well as the collective concrete or abstract nouns;*  
Examples: She looked at the baby; it was asleep.  
The jury addressed itself to the task before it.
  - ❑ *as a subject of the impersonal verbs referring to time, weather and distance;*  
Examples: it rains, it snows, it freezes, it lightens, it is cold, it is Sunday, it is spring, it is three miles.
  - ❑ *as subject of impersonal verbs;*  
Examples: it appears, it seems, it happens, it chances, it is impossible, it is necessary, it is said, it is supposed.

- ❑ *as a demonstrative, especially as a subject for the verb **to be** + **predicative**;*

Example: Who is it? It is I/me.

- ❑ *in order to replace a preceding or following sentence;*

Examples: The show has been put off, but it doesn't matter.

If it isn't asking too much, could you lend me your umbrella?

- ❑ *as a subject of a sentence whose logical subject is an infinitive or a gerund;*

Examples: It is good a few to help.

It was foolish your entering the competition without training.

- ❑ *as a direct or indirect object to announce a direct object constituted from an infinitive or a gerund;*

Examples: I find it hard to sleep.

She thinks it dangerous your swimming in icy water.

- ❑ *after certain verbs which require **it** compulsory as a direct object.*

Examples: to cab it, to leg it, to make it up, to walk it.

- *special situations in what concerns the case of the personal pronouns*

- ❑ *in the formal language, we use nominative after **it** + **to be**, but in the colloquial language we use accusative in the same situation;*

Examples: It is I who am the delegate. (formal)

It is me who am the delegate. (colloquial)

- ❑ *after **as** and **than** in the comparative sentences, the personal pronoun is in the same case with the noun or the pronoun with which it is compared.*

Examples: I know her better than *he* (knows her).

I know *her* better than (I know) *him*.

In the colloquial style, the nominative after the conjunctions **than** and **as** can be replaced with the accusative.

Examples: She was younger than me.

He is an inch taller than us.

- *in a sentence having both a direct object in accusative and an indirect object in dative, if the personal pronoun in dative doesn't have a preposition, it precedes the direct object, but if the personal pronoun in dative has the preposition **to**, it is placed after the direct object.*

Examples: I gave a sweet to her. I gave her a sweet.

- ii. **Possessive pronouns:** *mine, yours, his, hers, its, ours, yours, theirs, one's;*

Examples: This dog is mine. I met a friend of yours.

- *the possessive pronoun agrees in gender, number and person with the possessor, not the possessed item, as it happens in Romanian;*

Examples: She has her child. It is hers. (Ea are copilul ei. Este al ei.)

She has her children. They are hers. (Ea are copii ei. Sunt ai ei.)

- *we can have a double genitive in English.*

Examples: that brother of yours, some business of hers.

- iii. **Reflexive pronouns:** *myself, yourself, himself, herself, itself, ourselves, yourselves, themselves, oneself*

Examples: I have washed myself this morning.

I came all by myself.

Bob hurt himself.

His brother was as capable as himself.

- *the reflexive pronoun has the following functions:*
  - ❑ to constitute the reflexive form for certain verbs;  
Examples: I enjoy myself, I wash myself
  - ❑ in expressions, with prepositions;  
Examples: by oneself, of oneself, for oneself, upon oneself
  - ❑ for strengthening a noun or a pronoun;  
Examples: They heard the news from the witness himself.  
I did it myself.
  - ❑ in order to avoid the ambiguity created by the use of two personal pronouns in accusative;  
Example: I knew that her daughter was preferred to herself.
  - ❑ in comparisons.  
Examples: She is hot-headed like myself.  
She is much younger than myself.

**Reciprocal pronouns:** they are reflexive pronouns whose action is not reflected over the subject but over more than one subject or multiple subjects (*each other, one another*)

Examples: They knew themselves. (their own situations) / They knew each other. (reciprocal)

The two friends will not see each other again for a long time.

If we all help one another, our team will certainly win the competition.

- iv. **Demonstrative pronouns:** *this, these, that, those, the former, the latter, the first, the last, the other(s), same, such, suchlike, so, one(s);*

Examples: This is my book.

The snow was that high.

Who is this?

These are my flowers, those are yours.

I saw the boys racing behind the girls, the former at a distance from the latter.

I feel the same as you about teaching.

Such is the penalty for disobeying the doctor.

He enjoyed reading: novels, short stories and suchlike.

I gave her the red ribbon and kept the blue one.

- *this, these, that* and *those* have one form for all genders and cases, they only change their number;
- *this, these* generally refer to the present, while *that, those* refer to the past or the future;  
Examples: It is a strong breeze these evenings.  
He was away that week.
- *this, these, that, those + to be* are translated through “iată”;  
Examples: This is what he told me.  
That’s how we heard about it.
- *this, that, here* and *there* are used to form various compound adverbs;  
Examples: hereafter (after this), thereafter (after that), hereat (at this), thereat (at that), thereof (of that), hereon (on this), thereon (on that), hereto (to this), thereto (to there), hereby (by this), thereby (by that), herein (in this), therein (in that), hereof (of this), hereupon (upon this), thereupon (upon that), herewith (with this), therewith (with that).
- *the former* and *the latter* have a single form, with no distinction of gender, number and case;  
Example: I have read Bob’s and James’ works. I prefer the former to the latter.
- *the first* and *the last*, being two superlatives, are used as demonstrative pronouns in an enumeration containing more than two beings or things;

Example: This meeting is the first from a long series.

- *(the) same* has a single form without distinction of gender, number or case;  
Example: They all said the same.
- the expression *so and so* is translated through “cutare”;  
Example: He stayed over the weekend with the So-and-sos.
- *so-so* means “aşa şi aşa”;  
Example: As a clerk, she is so-so.
- *such* has a single form with no distinction of gender, number or case;  
Example: It was such a fine day.
- *one* and *ones* have one form for all genders and cases;  
Examples: my little one, our little ones.
- idiomatic expressions built with the demonstrative pronouns: before this (mai, până acum); like this/that (astfel); that’s it (Bine!); that is (adică); that’s a good boy! (bravo!); this and that (una-alta); this, that and the other (ba una, ba alta); same here! (şi eu!); on such and such day/town (în cutare zi/oraş).

v. **Interrogative pronouns:** *who?, whose?, whom?, which?, what?*;

Examples: Who came first?

Whose are these children?

To whom are you writing?

- *who?* represents a nominative, *whose?* a genitive, *to whom?*, *who to?* a dative and *whom?* an accusative;
- *who?* is used only for beings, *what?* and *which?* are used for things; *what?* is not selective, while *which?* represents a choice or a preference;
- the genitive *of which?* is replaced with *whom?*;
- the auxiliary verb *do* cannot be used in direct interrogative sentences;  
Examples: Who thinks so?  
Whose son came out?  
Which woman looked in just now?  
What happened yesterday?
- the auxiliary verb *do* is used after an accusative or in interrogative-negative sentences;  
Examples: Who did you give it to?  
Whose co-operation did he accept?  
Which way did the postman go?  
What do you want for this?  
Who does not understand English?
- idiomatic expressions with the interrogative pronoun: *who’s who* (cei despre care se vorbeşte), *what time is it?*, *what’s his name?*, *what about you?*, *what about it?*, *what of what?* (ce-i asta).

vi. **Relative pronouns:** *who, whose, whom, which, what, that, as, but*;

Examples: The boy who is talking is my neighbour.

I asked him to whom he was writing.

I was curious whose that bag was.

I can’t tell which I would rather hear you play.

It’s a good horse that never stumbles. (proverb)

We have bought the same kind of lunch as for our last picnic.

Not one of those present but remembered some of the poet’s verses.

- the relative pronouns are the same as the interrogative pronouns, but they are used in affirmative sentences, having the topic of the affirmative;  
Examples: What is your name? I am asking you what your name is?
- the relative pronoun *that* is the most general for the inanimates, *what* (that which) is more selective than *that*, and *which* represents a clear selection or choice;  
Examples: The women that came here were all good swimmers.  
What belongs to you shall be yours.  
The tigers which he had seen came from Bengal.
- *as*, correlated with the demonstratives *the same* and *such* is a synonym of *who*, *which* or *that*;  
Examples: We had the same idea as he had.  
Such children as we saw were flourishing.
- *but*, as a relative pronoun, has a negative meaning (care sã nu);  
Example: There is no one but knows of their achievements.
- the relative pronoun can be omitted;  
Example: I can't stand the way (in which) you talk.
- the relative pronoun can be used independently;  
Examples: Who is nearest should answer the telephone.  
Who works hard deserves success.

vii. **Indefinite pronouns:** *each, all, one, another, other(s), either, neither, both, it, we, you, they, several, sundry, (a) few, some, any, none, somebody, someone, something, anybody, anyone, anything, nobody, no one, nothing, everybody, everyone, everything.*

Examples: The children were given two apples each.

Every working man has a personal library.

All the students were there.

One day he will get his degree.

One child played, another worked.

They came in one after the other.

We haven't listened to the concert, but others have.

I had a child on either side of me.

They both got up, but neither of them spoke.

Both are away.

It is Monday. (impersonal)

We can't work if we are tired. (general)

You feel your day has not been wasted when you have done a good thing. (general)

They say he is a successful artist. (impersonal)

There were several of them.

Some say she is clever.

I have no money on me; have you got any?

- *each* and *every* are translated into Romanian with "fiecare", but *each* refers to each unit of a group in part, while *every* refers to all the units of a whole;  
Examples: We gave each his due. There was a misprint in every sentence.
- *all* expresses the totality of the objects mentioned, while *whole* represents a totality which cannot be separated in two items;  
Examples: All the children had gone home. I have read the whole book.
- *one* can be used impersonally;  
Example: One should always go for a walk after dinner.
- *some* is used in affirmative sentences, with restrictive meaning (unii, unele), *any* is used in affirmative and negative sentences with indefinite meaning (oricare, orice), *no* is used in negative sentences;

Examples: Some of us are absent. Any man could do this. We have no oranges in stock.

**c. Agreement.** The pronoun has to be agreed in gender, number and person with the noun it replaces; it is independent in what concerns the case. Generally, the noun whose equivalent is the pronoun precedes that pronoun.

Examples: *A girl* (Nominative) came in  
I saw *her* (Accusative) talk to you.  
I spoke to the *postman* (Dative) *who* (Nominative) had just arrived.

*B2. Do the following exercises, paying attention to the forms of the pronouns in the contexts. Be prepared to use pronouns correctly in your own texts.*

*a. Chose the correct form of the personal pronouns given in brackets:*

1. My husband and (I, me) have just come back home from the theatre. 2. If you see Jane, please give (she, her) my regards. 3. So, this is the baby! Is (it, she) a girl? 4. (We, Us), the Romanians, are very proud of our past. 5. That's very kind of (they, them). 6. Pass (I, me) the bread, please! 7. Let (we, us) go on this trip together. 8. It is said that (she, her) likes playing tennis. 9. We wanted to know where (they, them) lived. 10. Your friend enjoys fishing, doesn't (he, it)?

*b. Translate the following sentences into English, using it:*

1. Este plăcut să-ți întâlnești vecinii. 2. E păcat că nu i-am găsit acasă. 3. E timpul să înțelegeți aceste lucruri. 4. Jack a fost cel care te-a zărit primul. 5. E ora cinci, nu-i așa? 6. Este mai cald astăzi decât a fost ieri. 7. Se pare că trenul va avea puțină întârziere. 8. Se spune că ea vorbește cinci limbi străine. 9. Ar fi minunat să călătorim în jurul lumii. 10. Telefonul, nu soneria a sunat.

*c. Put the corresponding reflexive pronouns in the correct places. Explain the use of each reflexive pronoun, according to the given context.*

1. There isn't much to do on weekends, so we have to amuse .....  
2. Grandfather has fallen off the ladder this morning and has injured .....  
3. The children were happy because they could watch ..... on the video.  
4. You can let ..... into the house with the small key.  
5. As she was not hungry, she had to force ..... to eat.

*B3. Do the following exercises:*

*a. Fill in the blanks with something, anything, nothing, everything.*

1. An umbrella is ..... to use in wet weather. 2. Give me ..... to put on, I feel cold. 3. Cats can see ..... in the dark. 4. Bats and moles can see ..... 5. Is there ..... interesting in this programme? 6. There is ..... to be worried about. 7. I can see ..... at the far end of the corridor, but I can't make out what it is. 8. People who don't want to spend money want to get something for .....



*b. Fill in somebody, anybody, nobody, everybody.*

1. If ..... comes, tell them I am out. 2. .... knows that after winter comes spring. 3. .... knows anything about this writer. 4. In our group ..... is a member of the scientific circle. 5. He knew that ..... was willing to help him. 6. .... knows that success is largely due to perseverance. 7. .... is knocking. It must be the carpenter I've sent for. 8. Is ..... absent today?

*c. Fill in both, both of, all, all of.*

1. I'm grateful to you for sending me those two labour saving devices, ..... were helpful. 2. .... that glitters is not gold. 3. She has very talented children, ..... them can draw. 4. .... them took the trouble but only a few succeeded. 5. I met your brothers in the park yesterday, ..... greeted me most politely. 6. .... us knew that he was a bore. 7. How do you find my hats? Well, ..... are smart. 8. .... them took part in the celebration of that event.

*d. Correct the mistakes in the following sentences:*

1. Bob and me plan to look for another apartment. 2. It was her whom everyone wanted to win. 3. Does Alice colour the hair? 4. I would appreciate you letting me know as soon as possible. 5. There is someone on line two which would like to talk to you. 6. I asked him who he was calling. 7. I had to teach me to swim. 8. Family members love to each other.

*B4. Translate into English.*

a. 1. De la cine ai cumpărat acea mașină? 2. Oricine îți poate da un asemenea sfat. 3. Toți știu că fumatul e dăunător. 4. Cui a vrut să-i plătească Ana? 5. L-am auzit povestind lucruri minunate după primul său zbor. 6. Citeam lângă fereastră când am simțit că cineva pune mâna pe umărul meu. Era sora mea, pe care nu o auzisem intrând în cameră. 7. Cine e? Eu. Ți-am adus ce m-ai rugat. 8. E aceeași persoană pe care am întâlnit-o ieri. 9. Oricine va vizita aceste locuri le va recunoaște frumusețea. 10. Regretăm cu toții timpul fericit al studenției noastre.

b. Nu știu pentru ce, stând întins pe un așternut de iarbă proaspăt cosită și mirositoare și privind stelele, care începeau a se aprinde în seninul serii, mă strămutai cu mintea în niște timpuri vechi, dar vechi de tot: patriarhul Abraham trecea măreț prin închipuirea mea cu lungă lui barbă și cu sacrii lui perciuni; înfloritele văi biblice pline de soare se deschideau înainte-mi ca niște guri de rai; iar, între îndoiturile verzi ale dealurilor, turmele albe pășteau în larg iarba fragedă a colinelor. Pe îngerii călători îi vedeam iarăși cum sosesc și bat la ușa binecuvântată a părintelui evreilor: iar pe bătrâna Sarah, mi-o închipuiam umblând repede și aprinzând focul pentru cina de seară... (*Pe drumuri de munte*, by *Calistrat Hogaș*)

C. In its most basic meaning, democracy refers to people ruling themselves. For the Americans, democracy is not only government, as Abraham Lincoln put it, "of the people, by the people and for the people", but it also involves limits on majoritarian rule. Because the U.S. was founded by settlers coming from other nations, because these men and women had different political, social and economic beliefs, the country, in order to become a nation, did something no other society had ever done – it recognised pluralism not as a curse but as a blessing, and set up elaborate safeguards to ensure that the majority did not become a tyrant by force of numbers. In order to settle this ideal, some of the most remarkable minds of the American people, real Enlightenment individuals, gathered, discussed, established documents, debated them, made people raise in favour of them. We are going to show the life and works of the most representative and influential American leaders at

the time, who became the first three president of the United States of America: George Washington, John Adams and Thomas Jefferson.

*C1. Read, translate and comment upon the following text about the life and governing of George Washington. Keep in mind his most important accomplishments in what concerns the foundation of a free nation:*



*“The chief human symbol of a common Americanism”, George Washington attained heroic status perhaps as much for his modesty as for his devotion to the new nation.*

George Washington (1732-1799) was the first President of the United States. When Washington retired from public life in 1797, his homeland was vastly different from what it had been when he entered public service in 1749. To each of the principal changes he had made an outstanding contribution. Largely because of his leadership the Thirteen Colonies had become the United States, a sovereign nation. As commander in chief during the American Revolution, he built a large army, held it together and prevented it from being destroyed. After the war Washington took a leading part in the making of the Constitution and the campaign for its ratification. In 1799 the country included nearly all its present-day territory between the Atlantic coast and the Mississippi River. President Washington acted to establish the first great executive departments and to lay the foundations of the modern federal judiciary. A national army and navy came into being, and Washington acted with vigour to provide land titles, security, and trade outlets for the Americans. His policy procured adequate revenue for the national government and supplied the country with a sound currency, a well-supported public credit, and an efficient network of national banks. In the conduct of public affairs, Washington originated many

practices that have survived. Above all, he conferred on the presidency a prestige so great that political leaders afterward esteemed it the highest distinction to occupy the chair he had honoured. His devotion to his country and his faith in its cause sustained him. “His integrity”, Thomas Jefferson wrote, “was the most pure, his justice the most inflexible I have ever known. He was, indeed, in every sense of the word, a wise, a good, and a great man”.

George Washington was born on 11<sup>th</sup> February 1731 on the tobacco plantation of his parents, in the region between the Potomac and Rappahanock rivers known as the Northern Neck of Virginia. Little is known about George Washington’s education. He developed skills in mathematics, and through that in surveying, a valuable tool in a country populated by well-to-do planters eager to engross new lands on the frontier. George’s early experiences had taught him the ways of living in the wilderness, had deepened his appreciation of the natural beauty of Virginia and had afforded opportunities for acquiring land.

Washington was an ambitious man, as his conduct in the army proves. In the early 1750s, Britain and France fought to occupy the upper Ohio Valley. The French erected Fort Le Boeuf and seized a British post, Venango, on the Allegheny River. Alarmed by these acts, Virginia’s governor, Robert Dinwiddie, sent Washington in 1753 on a mission to assert Britain’s claim. He succeeded to make order in the disputed area. Dinwiddie then put Washington in command of an expedition to guard an intended British fort at the forks of the Ohio river. En route, he learned that the French had expelled the Virginia fort. On 28<sup>th</sup> May 1754, there occurred one of the most disputed incidents of his career. He ambushed a small French detachment, the commander of which, Joseph Coulon de Villiers, sieur de Jumonville, was killed along with nine of his men. This incident started the French

and Indian War. The French claimed that their detachment was on a peaceful mission; Washington thought that it was engaged in spying.

When Britain sent to Virginia an expedition under General Edward Braddock, Washington joined as a voluntary. His bravery under fire spread his fame to nearby colonies and abroad. Dinwiddie rewarded him by appointing him, in August, to the command of Virginia's troops. No important battles were fought there, but his command trained him in the management of self-willed men, familiarised him with the leaders of Virginia and schooled him in the politics of a vigorous society. The French and Indian War also estranged him from the British. He criticised Braddock for blaming the Virginians as a whole for the shortcomings of a few local contractors. As commander in Virginia, he resented his subordination to a British captain, John Dagworthy.

Resigning his commission in 1758, he retired to Mount Vernon. As a planter, Washington concentrated at first on tobacco raising, then developed a fishery, increased his production of wheat and operated a mill. From the start he was a progressive farmer who promoted reforms to eliminate soil-exhausting practices that prevailed in his day. He strove to improve the quality of his livestock and to increase the yield of his fields.

After expelling France from North America, Britain issued the Quebec Act (1774), endangering Washington's plans because it aimed to leave the Indians in possession of the north bank of the Ohio. In 1775 the governor of Virginia, John Murray, the fourth earl of Dunmore, cancelled Washington's claims for a piece of land called Kanawha on the pretext that his surveyor had not been legally qualified. As a member of the Virginia House of Burgesses from 1759 to 1774, Washington opposed the Stamp Act, which imposed crushing taxes on the colonies. When the Townshend Revenue Act (1767) levied taxes on tea, paper, lead, glass and painter's colours, Washington pledged not to buy such articles. By mid-1774 he believed that British laws showed that Britain intended to do away with self-government in the colonies and to subject them to a tyrannical rule. In May he joined other Virginia burgesses in proposing that a continental congress should be held.

Washington was elected one of the delegates to the first Continental Congress, which met in Philadelphia in September 1774. There the Fairfax Resolves conceived by him provided the basis for the principal agreement signed by its members – the Continental Association. This forbade the importing into the colonies of all goods from Britain and all goods subject to British taxes.

When the second Continental Congress met on 10<sup>th</sup> May 1775, Washington, by appearing at the Congress in uniform (the only member thus attired), expressed his support of Massachusetts and his readiness to fight against Britain. In June, the Congress created the Continental army, undertaking to supply and pay them. On 15<sup>th</sup> June, Washington was unanimously elected general and commander in chief.

Early in the war, Washington and the army had to act as if they were agents of a full-grown nation. Yet the Congress, still in an embryonic state, could not provide suddenly a body of laws covering all the issues that figure in a major war. Many actions had to be left to Washington's discretion. His commission (17<sup>th</sup> June 1775) stated: "You are hereby vested with full power and authority to act as you shall think for the good and welfare of the service". There was a danger that a strong general might use the army to set up a military dictatorship. It was therefore urgent that the army would be under a civil authority. Washington agreed with the other leaders that Congress must be the superior power. Yet the army needed a good measure of freedom of action. So attentive was Washington to Congress, and so careful was he when acting on his own initiative, that no serious conflict clouded his relations with the civil authority.

Washington's military record during the revolution is highly creditable.

His first success came on 17<sup>th</sup> March 1776, when the British evacuated Boston. He had kept them surrounded and immobilised during a siege of more than eight months. His little fleet had distressed the British by intercepting their supplies. The evacuation made him a hero by proving that the Americans could overcome the British in a major contest.

Washington's next major achievement was made in the second half of 1776, when, with an army reduced to 3,000 men and about to disintegrate, he avoided a catastrophe. In July and August the British invaded southern New York with 34,000 well-equipped troops. After the setbacks in New York, Washington retreated through New Jersey, crossing the Delaware River in December. It appeared that the British could march easily to Philadelphia. The Congress moved to Baltimore. In these dire straits, Washington made a dramatic move that ended an agonising campaign in a blaze of glory. On the stormy night of December 25-26 he re-crossed the Delaware, surprised Britain's mercenaries at Trenton, and captured 1,000 prisoners.

In October 1777, General John Burgoyne surrendered at Saratoga, New York, his army of 5,000 men. To this great victory Washington made two contributions. First, in September 1775, he had sent an expedition to conquer Canada. Although that aim was not attained, the project put the Americans in control of northern New York. Second, in 1777, Washington had conducted a campaign near Philadelphia that prevented General William Howe from using his large army for the relief of Burgoyne.

In 1781 Washington succeeded to strike a blow that virtually ended the war. His plan called for an advance from New York to Virginia of a large American-French army which was assigned the task of preventing an escape by sea of the British forces under Lord Cornwallis. Outnumbered, surrounded on land, and cut off by sea, Cornwallis surrendered his 7,000 troops. Although Britain still had large forces in America, the Yorktown blow, along with war weariness induced by six years of failure, moved the war party in England to resign in March 1782 in favour of a ministry willing to make peace on the basis of the independence of the United States.

Washington's political leadership during the Revolution suggests that of an active president of later times. He laboured constantly to keep people of all classes at work for the cause. He held a central position between two extremes. In this he succeeded so fully that the American Revolution is rare among political upheavals for its absence of purges, reigns of terror, seizures of power and liquidation of opponents. In 1782 some of the army officers, irked by the failure of the Congress to fulfil a promise concerning their pay, threatened to march to Philadelphia and to use force to obtain satisfaction. In an address in March 1783, Washington persuaded the officers to respect the Congress, which responded to his appeals by granting the officers five years' full pay, so the crisis ended. "If men", Washington wrote, "are to be precluded from offering their sentiments on a matter which may involve the most serious ... consequences, ... reason is of no use to us, the freedom of speech may be taken away, and dumb and silent we may be led, like sheep, to the slaughter".

After the war, apprehensive men turned to Washington for leadership. It seemed to them, and to him, that the troubles of the times flowed from the weaknesses of the central government under the Articles of Confederation. The Constitutional Convention met at Philadelphia in May 1787. Washington, a delegate of Virginia, served as its president. The Constitution embodied Washington's essential ideas. It provided for a "mixed" or "balanced" government of three branches, so devised that all three could not easily fall under the sway of any faction, ensuring that every important group would have some means of exerting influence and of protecting its interests in a lawful manner.

Unanimously elected the first president, Washington was inaugurated in New York City on 30<sup>th</sup> April 1789. Acting with a co-operative Congress, he and his collaborators constructed the foundations on which the political institutions of the country have rested since that time. His qualifications for his task could hardly have been better. For 15 years he had contended with most of the problems that faced the infant government. By direct contact he had come to know the leaders who were to play important parts during his presidency. Experience had schooled him in the arts of diplomacy.

The Constitution designated the president as the only official charged with the duty of enforcing all the federal laws. In consequence, Washington's first concern was to establish and develop the executive departments. At the outset, Washington and his co-workers established two rules that

became enduring precedents: the president has the power to select and nominate executive officers and the power to remove them if they are unworthy. Congress did its first important work in 1789, when it made provision for five executive departments: the war department, which Washington entrusted to General Henry Knox; the treasury department, conducted by its brilliant first secretary, Alexander Hamilton; the department of state, whose office was taken by Thomas Jefferson; the office of postmaster general, whose appointment went to Samuel Osgood; the office of attorney general, led by Edmund Randolph. In forming his Cabinet Washington chose two liberals (Jefferson and Randolph) and two conservatives (Hamilton and Knox). On subjects in dispute, Washington could secure advice from each side and so make informed decisions. In everything he was thorough, systematic, accurate, and attentive to detail.

From 1790 to 1792 the elements of Washington's financial policies were expounded by Hamilton in several historic reports. The Tariff Act (1789), the Tonnage Act (1789) and the Excise Act (1791) levied taxes that gave the government ample revenues. The Funding Act (1790) made provision for paying the old debts of both the Union and the states. The Bank Act (1791) set up a nation-wide banking structure owned mainly by private citizens, which was authorised to issue paper currency. A Coinage Act (1792) directed the government to mint both gold and silver coins, and a Patent Law (1791) gave inventors exclusive rights to their inventions for 14 years. The Funding Act, the Excise Act and the Bank Act aroused an accelerating hostility so bitter as to bring into being an opposition group. These opponents, the Republicans, precursors of the later Democratic party, were led by Jefferson and Madison. The Republicans charged that the Federalist acts tended to create an all-powerful central government that would devour the states.

Under Washington's guidance a federal court system was established by the Judiciary Act of September 1789. The Constitution provided for its basic features. Because the president is the chief enforcer of federal laws, it is his duty to prosecute cases before the federal courts. In this work his agent is the attorney general. To guard against domination of judges, the Constitution endowed them with tenure during good behaviour. The Judiciary Act of 1789 was so well designed that its most essential features have survived. It provided for 13 judicial districts, each with a district court of federal judges. The act also created a supreme court consisting of a chief justice and five associate justices. Washington's selection of John Jay as the first chief justice was probably the best choice possible for the work of establishing the federal judiciary on a sound and enduring basis.

The foreign policy of Washington took shape under the pressure of a war between Britain and revolutionary France. Fearing that involvement in the European war would blight the infant government, Washington issued a proclamation of neutrality on 22<sup>nd</sup> April 1793. The doctrine held that neutrals – the United States – might lawfully trade with belligerents in articles not contraband of war. Britain seized American ships, thereby violating rights generally claimed by neutrals, so the Republicans urged measures that might have led to a British-American war. Washington then sent John Jay on a treaty-making mission to London. Jay's Treaty outraged France because it did not uphold the French-American alliance and because it conferred benefits on Britain. Although Washington disliked some of its features, he signed it (the Senate had ratified it by a two-thirds vote). When Washington left office the objectives of his foreign policy had been attained. By avoiding war he had enabled the new government to take root, he had prepared the way for the growth of the West, and by maintaining the import trade he had safeguarded the national revenues and the public credit.

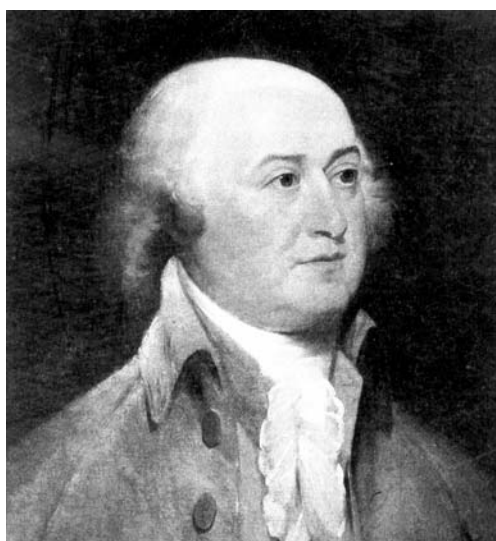
Washington had been re-elected unanimously in 1792. His decision not to seek a third term established a tradition that has been broken only once and is now embedded in the 22<sup>nd</sup> Amendment of the Constitution. In his Farewell Address of 1796, he summarised the results of his varied experience, offering a guide both for that time and for the future. He urged his countrymen to cherish the Union, to support the public credit, to be alert to "the insidious wiles of foreign influence", to respect the Constitution and the nation's laws, to abide by the results of elections, and to eschew political parties of a sectional cast. Asserting that America and Europe had different

interests, he declared that it “is our true policy to steer clear of permanent alliances with any portion of the foreign world”, trusting to temporary alliances for emergencies. He also warned against indulging in either habitual favouritism or habitual hostility toward particular nations, lest such attitudes should provoke or involve the country in needless wars.

Washington’s retirement at Mount Vernon was interrupted in 1798 when he assumed nominal command of a projected army intended to fight against France in an anticipated war. Early in 1799 he became convinced that France desired peace and that Americans were unwilling to enlist in the proposed army. He successfully encouraged President John Adams to break with the war party, headed by Hamilton, and to end the quarrel. Washington’s last public efforts were devoted to opposing the Virginia and Kentucky Resolutions of 1798. Continuing to work at his plantation, he contracted a cold and died on 14<sup>th</sup> December 1799.

Washington is unusual in that he combined in one career many outstanding achievements in business, warfare, and government. He took the leading part in the great historic events that extended over a period of 20 years. After 1775 he was animated by the purpose of creating a new nation dedicated to the rights of man. His success in fulfilling that purpose places him in the first rank among the figures of world history.

*C2. Read, translate and comment upon the following text about the life and political thought of the second President of the United States of America, John Adams. Explain why he had so many opponents.*



*Portrait of John Adams, done by John Trumbull in 1793.*

John Adams, the second president of the United States of America, devoted his life to politics, participating with distinction first in the revolutionary activities and later in the founding of the republic. He served as a Massachusetts delegate to the Continental Congress, as a diplomat in the struggle to win European recognition of American independence, and as Vice President and President of the United States during its critical, formative years. Adams’ diaries, letters, and books provide invaluable information about the politics of his time. His writings reveal the mind of an sharp observer and philosopher. His reputation as an intelligent and courageous statesman endures; but his name has been overshadowed by others – perhaps because he was not uniquely connected with any single great event.

Adams was born in the village of Braintree (Quincy), Massachusetts, on 30<sup>th</sup> October 1735. His parents and ancestors had been honoured members of the

community since its founding. The Adams clan had arrived from England about 1640 and settled on land that their descendants were still tilling in John’s boyhood. His schooling prepared Adams for college and a career in the ministry. John passed his entrance examinations for Harvard College in 1751 and began four absorbing years of study that excited his imagination. “I was a mighty metaphysician, at least I thought myself such”; he was a mighty scientist, debater, and orator, too. As he examined career possibilities, the ministry soon appeared less interesting to him than law, medicine, and public service. At graduation in 1755 he accepted a teaching position in Worcester, but the career of a schoolmaster was unsatisfying for Adams, so he finally decided to make a career of the law. Lawyer Adams began his career in Braintree writing wills and deeds and taking an interest in town affairs. Adams’ legal practice often took him to Boston, where he attended the clubs of tradesmen and joined the “Sodalitas” as a founding member. This group of Boston lawyers

mixed scholarly discussions of law with debates on the legality of the Stamp Act of 1765 and as a result Adams published articles in the *Boston Gazette*, later reprinted as *A Dissertation on Canon and Feudal Law*. He traced the origin and rise of freedom, writing that the rights of Englishmen were derived from God, not from king or Parliament.

Adams expressed these views in political form when he drew up for Braintree a protest against the Stamp Act that became a model for similar remonstrations elsewhere in New England. He assailed the stamp tax as an unnecessary burden upon the people – “no free man can be separated from his property but by his own act or fault”. These ideas gave him much prominence.

Though Adams was always ready to speak out for liberty, he maintained his political independence and offered his talents to anyone in trouble. His most dramatic case occurred in 1770 when he and Josiah Quincy defended the British soldiers accused of murder in the Boston Massacre. It was an incident of justice versus unlawful authority, but the culprit this time was the Boston mob that provoked the incident. For taking the case Adams was sharply rebuked in the patriot newspapers, yet he was privately congratulated on winning this case for liberty.

Since May 1770, Adams had been a Boston representative in the legislature (General Court). The radicals were happy to have Adams available for consultation and as a writer for the newspapers. They elected him to the Governor’s Council in May 1773, only to have him ejected by the governor for his partisanship. He was involved in patriotic maneuvers, and he rejoiced when Bostonians dumped the hated tea into the harbour in 1773. Britain’s retaliation drew him into full partnership with the radicals, and he became a delegate to the First Continental Congress in 1774.

During the next three years in Philadelphia, Adams pushed Congress into decisive action that was to separate the colonies from Britain. He urged successfully the appointment of George Washington as commander in chief of colonial forces. In committee and on the floor of Congress, he laid down principles of foreign policy, helped write the resolutions of 10<sup>th</sup> May 1776, that declared America independent, and defended the Declaration of Independence during debate in Congress. As chairman of the Board of War and Ordnance (1776-1777), Adams attempted to equip the army. Important to the revolutionary cause also were his extensive correspondence and his published writings. His *Novanglus* papers (1774-75) and his *Thoughts on Government* (1776) outlined principles of liberty and order for the Americans. He was chosen a member of the Massachusetts constitutional convention; he composed most of the articles of the state constitution accepted by the convention in 1780.

Adams’ work on the state charter was barely completed when he was appointed a minister plenipotentiary in anticipation of peace negotiations with Britain. In Paris, while awaiting the start of negotiations, he was expected to be patient and inconspicuous – a role unsuited to his nervous, passionate temperament. With blunt advice for all parties, Adams irritated the French officials by meddling in policy matters, and he angered Benjamin Franklin by comments on his behaviour. Finally giving way to their hostility, he withdrew to the Netherlands where he secured recognition of American independence and negotiated a loan and treaty of amity and commerce.

In 1783-1784, Adams negotiated loans for the United States in the Netherlands and commercial treaties in France. In 1785 he was appointed first U.S. minister to Britain. His three years in London were fruitless in winning trade concessions or putting Anglo-American relations on a friendly basis. Adams used his time to good purpose, however, by writing *A Defence of the Constitutions of Government of the United States*. Like Adams’ other writings, this work was unpolished and somewhat polemical, but it contained a wealth of information on constitutional theory. Adams strongly approved of balanced government and praised the British parliamentary system as the “most stupendous fabric of human invention.”

While Adams favoured states’ rights and reform of the Articles of Confederation, he had worried about the continuing weakness of the national government. In 1788 he welcomed the proposed Constitution as “admirably calculated to preserve the Union”. Within the year, in the first election

held under the Constitution, he was chosen Vice President of the United States, confirming his national position as second only to President Washington.

As in all of his positions, Adams, who was re-elected in 1792, accepted the responsibilities of the vice presidency with energy and seriousness. He presided over the U.S. Senate and cast the deciding vote frequently, often for measures that would increase generally the powers of the national government or specifically those of the presidency. Always ready to offer opinions, Adams lectured the Senate on its duties. He also published a series of essays, *Discourses on Davila* (1791), which commented broadly on civil disorders, with special reference to the French Revolution.

As Washington's "heir apparent", Adams discovered that even the presidency was being reduced to the level of human passions and party objectives. According to his philosophy, the position should seek the man, and knowledge as well as virtue should qualify the man, without regard to partisanship. Unlike Washington, Adams had rivals for the presidency, and he should have been more flexible. Instead, he permitted Alexander Hamilton to assume leadership of the Federalist party, while he tried to remove himself from partisan politics by associating even with his party's critics. Hamilton was angry over this conduct and sought another candidate to represent the Federalist party. But the party was embroiled with the Jeffersonian Republicans in fierce contests over the direction of foreign affairs. This division centred on the war between England and France, with the Federalists favouring the English, and the Republicans, the French. The climax came during the ratification of Jay's Treaty with Britain in 1794. Its pro-English character offended both the French government and the pro-French Republicans who carried on a scurrilous newspaper campaign against Jay and the administration. The bitterness, however, brought a reaction in favour of the moderates and many leaders, wishing to avoid excess, rallied to Adams, who had managed to stay out of the dispute. Hamilton was helpless but not reconciled to the choice of Adams as Federalist candidate for president. During the presidential campaign of 1796 he secretly tried to substitute Thomas Pinckney for Adams and thus divided the party. As a result, the election was extremely close: Adams won the presidency by three electoral votes (71-68) over the Republican Jefferson, who, under the electoral system then in use, became the vice president.

Adams entered office on 4<sup>th</sup> March 1797. Fully aware of his slender victory, he sought political harmony. His inaugural address, tracing the progress of the nation, declared his faith in republicanism and called upon the people to end partisan politics. He tried to reach an accord with Jefferson, conciliate the Hamiltonians, and steer a peaceful course through the controversy with France over Jay's Treaty. But he encountered supreme difficulties. Adams had no guidelines to follow on cabinet appointments, patronage, and policy. He decided to keep Washington's mediocre cabinet, partly because he wanted to reconcile the Federalists and partly because he knew how difficult it was to get good men to serve. The cabinet was Federalist – and more, Hamiltonian – in loyalty. Adams did not fully realise the inherent dangers of this situation until 1799, when the cabinet violated its trust by working against his policies.

As relations with France worsened, he had to recommend preparations for defensive warfare while negotiations for peace continued. These measures irritated the Republicans, but Adams was not deterred. He held to his policy of peace and preparedness even after the French Directory insulted American envoys and began detaining American vessels. Four bills to control subversion, the Alien and Sedition Acts of 1798, were also passed. One of the acts imposed severe penalties on those who criticised the government. These harsh measures, formulated in a time of fright, were approved by Adams. Although a score of journalists were punished for their attacks on the administration, the laws were not ruthlessly applied. The opposition, however, made them appear cruel and turned them into symbols of Federalism.

Adams' reprisals against French seizures of American shipping were popular for a time, and the Federalists won the 1798 congressional elections. Though Congress did not declare war, Adams pushed ahead with military preparations, selecting Washington, Henry Knox, Charles C. Pinckney, and Hamilton, in that order, to be the ranking generals of the army. But while Adams was away, the



cabinet secured Washington's backing to move Hamilton ahead of his colleagues and make him in command. Adams grasped the significance of this maneuver. Hamilton and the cabinet wanted to prolong the crisis with France and use the opportunity to consolidate the Federalist party and spread the war into Spanish America. In February 1799 he abruptly nominated William Vans Murray as a special envoy, to the amazement of the Hamiltonians. Debate over the action was bitter, and Adams compromised by agreeing to name a commission instead of a single delegate, but he withstood the pressure of Hamilton, the British minister, and some members of his cabinet. The commission finally concluded a treaty with France on 30<sup>th</sup> September 1800. Adams had succeeded in preventing a war with France and preserving his country's neutrality.

The treaty negotiations had split the party, and the Federalists now openly considered the effect of this division on the 1800 election. When two cabinet members, Secretary of State Pickering and Secretary of War McHenry, revealed their disloyalty to Adams, he forced their resignations without any political finesse. The Republicans, led by Jefferson and Aaron Burr, enjoyed the Federalist predicament. Adams was temperamentally unable to assume the responsibilities of a party boss or to dramatise the achievements of his administration. The election results reflected this weakness. The Federalists lost the presidency to Jefferson and the Republicans by eight electoral votes (73 to 65) and also lost Congress.

Adams left the presidency in 1801 for the private life. Though he remained bitter toward Hamilton and the Federalists, he regained his sense of humour and served his country in a different way. He became president of the Massachusetts Society of Arts and Sciences, of the Massachusetts Society for Promoting Agriculture, and of other societies. Adams also wrote articles for the Boston *Patriot* reviewing events of his administration, and he corresponded with many people in the spirit of Cicero's *Letters*. His correspondence on politics, history, national affairs, religion, and philosophy was designed to guide posterity in maintaining the principles of 1776. His letters to Jefferson and Benjamin Rush are monuments of erudition, revealing a charming personality.

John Adams died in Quincy, Massachusetts, on 4<sup>th</sup> July 1826, the 50th anniversary of the Declaration of Independence. Jefferson died the same day.

*C3. Read, translate and comment upon the following text about the life and the activities of Thomas Jefferson, the third President of the United States of America. Complete the biography with details from his periods of administration.*



*Portrait of Thomas Jefferson, drawing by the French expatriate Charles Saint-Memin*

Thomas Jefferson (1743-1826) was the author of the Declaration of Independence and the Virginia Statute for Religious Freedom and was probably the most conspicuous champion of political and spiritual freedom in his country's history. He voiced the aspirations of the new nation in matchless phrase, and one may doubt if any other American has been so often quoted. He was rightly hailed as the "Man of the People", because he sought to conduct the government in the popular interest, rather than in the interest of any privileged group, and, insofar as possible, in accordance with the people's will. While his services as a Revolutionary patriot have been honoured by his countrymen with only slight dissent, his later and more controversial political activities have been variously interpreted. Believing that the government was not being conducted in the spirit of 1776, he turned against the administration in Washington's second term and remained in opposition during the presidency of John Adams.

Jefferson, who was president from 1801 to 1809, was the acknowledged head of his political party, and his election to the highest office has been interpreted as a vindication of the right of political opposition.

Jefferson was born at his father's home in Albemarle county, on 13<sup>th</sup> April 1743. Besides being well born, Thomas Jefferson was well educated. In small private schools, notably that of James Maury, he was thoroughly grounded in the classics. He attended the College of William and Mary – completing the course in 1762 – where Dr. William Small taught him mathematics and introduced him to science. He associated intimately with the liberal-minded Lt. Gov. Francis Fauquier, and read law (1762-1767) with George Wythe, the greatest law teacher of his generation in Virginia.

He was admitted to the bar in 1767 and practiced until 1774, when the courts were closed by the American Revolution. He was a successful lawyer. Jefferson's lifelong emphasis on local government grew directly from his own experience. He served as magistrate and as county lieutenant of Albemarle county. Elected to the House of Burgesses when he was 25, he served there from 1769 to 1774, showing himself to be an effective committeeman and skillful draftsman, though not an able speaker.

From the beginning of the struggle with the mother country, Jefferson stood with the more advanced Patriots, grounding his position on a wide knowledge of English history and political philosophy. His most notable early contribution to the cause of the Patriots was his powerful pamphlet *A Summary View of the Rights of British America* (1774), originally written for presentation to the Virginia convention of that year. In this he emphasised natural rights, including that of emigration, and denied parliamentary authority over the colonies.

As a member of the Continental Congress (1775-1776), Jefferson was chosen in 1776 to draft the Declaration of Independence. He summarised current revolutionary philosophy in a brief paragraph that has been regarded ever since as a charter of American and universal liberties. He presented to the world the case of the Patriots in a series of burning charges against the king. The Declaration alone would entitle Jefferson to enduring fame.

Desiring to be closer to his family and also hoping to translate his philosophy of human rights into legal institutions in his own state, Jefferson left Congress in the autumn of 1776 and served in the Virginia legislature until his election as governor in 1779. He succeeded in ridding the land system of feudal vestiges, such as entail and primogeniture, and he was the moving spirit in the disestablishment of the church. In 1779, with George Wythe and Edmund Pendleton, he drew a highly significant report on the revising of the laws. His most famous single bills are the Bill for Establishing Religious Freedom (adopted in 1786) and the Bill for the More General Diffusion of Knowledge, which was never adopted as he drew it. His fundamental purposes were to destroy artificial privilege of every sort, to promote social mobility and to make way for the natural aristocracy of talent and virtue, which should provide leadership for a free society.

As governor from 1779 to 1781, Jefferson had little power, and he suffered inevitable discredit when the British invaders overran Virginia. An inquiry into his conduct during his last year in office was voted by the legislature after his retirement in June 1781. He was fully vindicated by the next legislature, but these charges were afterward exaggerated by political enemies, and he was hounded by them to some extent throughout his national career.

During a brief private interval (1781-1783) he began to compile his *Notes on the State of Virginia*, which was first published when he was in France (1785). This work was described at the time by competent authority as "a most excellent natural history not merely of Virginia but of North America". Undertaken in response to a series of queries by the secretary of the French legation, it was an account of the resources, productions, government, and society of a single state. It afterward appeared in many editions and was the foundation of his deserved reputation as a scientist.

In the Continental Congress (1783-1784), Jefferson's most notable services were connected with the adoption of the decimal system of coinage, which later as secretary of state he tried vainly to

extend to weights and measures, and with the Ordinance of 1784. Jefferson went so far as to advocate the prohibition of slavery in all the territories.

Jefferson's stay in France (1784-1789), where he was first a commissioner to negotiate commercial treaties and then Benjamin Franklin's successor as minister, was in many ways the richest period of his life. He gained genuine commercial concessions from the French, negotiated an important consular convention in 1788, and served the interests of his own weak government with diligence and skill. He was confirmed in his opinion that France was a natural friend of the United States, and Britain at this stage a natural rival. His stay in Europe contributed greatly to that universality of spirit and diversity of achievement in which he was equalled by no other American statesman, except possibly Franklin.

Because of his absence in Europe, Jefferson had no direct part in the framing or ratification of the Constitution, and at first the document aroused his fears. His chief objections were that it did not expressly safeguard the rights of individuals, and that the unlimited eligibility of the president for re-election would make it possible for him to become a king. He became sufficiently satisfied after he learned that a bill of rights would be provided and after he reflected that there would be no danger of monarchy under George Washington.

Although his fears of monarchical tendencies remained and coloured his attitude in later partisan struggles, it was as a friend of the new government that he accepted Washington's invitation to become secretary of state. During Jefferson's service in this post from 1790 to 1793, Alexander Hamilton, secretary of the treasury, defeated the movement for commercial discrimination against Britain, which Jefferson favoured. In 1793, Jefferson wanted the French Revolution to succeed against its external foes, but he also recognised that the interests of his own country demanded a policy of neutrality. Such a policy was adopted, to the dissatisfaction of many strong friends of democracy in America, and was executed so fairly as to win the reluctant praise of the British.

By late 1792 or 1793 the opponents of Hamiltonianism constituted a fairly definite national party, calling itself Republican. Jefferson's recognised leadership of this group can be more easily attributed to his official standing and his political philosophy than to his partisan activities. In the summer and autumn of 1792, by means of anonymous newspaper articles, Hamilton sought to drive Jefferson from the government. The alleged justification was the campaign being waged against Hamilton by the editor of the *National Gazette*, Philip Freneau. Jefferson had given Freneau minor employment as a translator for the State Department, but he claimed that he never brought influence to bear on him, and there is no evidence that he himself wrote anything for the paper. But he had told Washington precisely what he thought of his colleague's policies, and had already said that he himself wanted to get out of the government.

During a respite of three years from public duties, he began to remodel his house at Monticello and interested himself greatly in agriculture, claiming that he had wholly lost the "little spice of ambition" he had once had. He was outraged by Washington's attack on the Democratic societies, which were identified with his party, and by what he regarded as the surrender to the British in Jay's Treaty, but at this stage he was playing little part in politics. The notorious Alien and Sedition Acts were the principal cause of Jefferson's disapproval of the Adams administration, for both philosophical and partisan reasons. The historic Republican protest against laws that attempted to suppress freedom of speech and destroy political opposition was made in the Kentucky and Virginia resolutions (1798). Jefferson wrote the former, as James Madison did the latter. In invoking the authority of the states against laws that he regarded as unconstitutional, his resolutions were in the tradition that finally led to nullification and secession. But they were also in the best tradition of civil liberties and human rights.

Jefferson's victory over John Adams in the presidential election of 1800 can be partially explained by the dissension among the Federalists, but the policies of the government were unpopular, and as a party the Federalists were now much less representative of the country than were the Republicans. Jefferson's own title to the presidency was not established for some weeks, because he was

accidentally tied with his running mate, Aaron Burr, under the workings of the original electoral system. The election was thrown into the House of Representatives, where the Federalists voted for Burr through many indecisive ballots. Finally, enough of them abstained to permit the obvious will of the majority to be carried out.

Jefferson's accession to the presidency is notable in American history because it marked the first transfer of national authority from one political group to another, and it is especially significant that, despite Federalist obstructionism for a time, the transition was effected by peaceful and strictly constitutional means. Jefferson himself emphasised this in his conciliatory inaugural address. These events set a precedent of acquiescence in the will of the majority. The new president described this as a "sacred principle" that must prevail, but he added that, to be rightful, it must be reasonable and that the rights of minorities must be protected. His accession removed the threat of counterrevolution from his country. The government he conducted, in its spirit of tolerance and humanity, was without parallel.

His first term, most of it in a period of relative international calm, was distinctly successful. He was the undisputed leader of a party that had acquired cohesion during its years in opposition. In James Madison as secretary of state and Albert Gallatin as secretary of the treasury, he had lieutenants of high competence whom he treated as peers but whose loyalty to him bordered on reverence. Because of his own commitment, and that of most of his countrymen, to the doctrine of division of powers between the executive and legislative branches, his leadership, except in foreign affairs, was indirect. The policy of economy and tax reduction that the favourable world situation permitted him to follow served to reduce rather than increase the burdens of his countrymen, and it contributed no little to his popularity.

Jefferson restored the party balance in the civil service, but he was relatively unsuccessful in his moves against the judiciary, which had been reinforced by fresh Federalist appointees at the very end of the Adams administration. In the eyes of Jefferson and the Republicans, the federal judiciary constituted a branch of the opposing party and could be expected to obstruct the administration in every possible way. He treated as null and void late appointments by Adams that seemed of doubtful legality, and the Republicans repealed the Judiciary Act of 1801 with his full approval. But he was rebuked by Chief Justice John Marshall in the famous case of *Marbury v. Madison* (1803) for withholding the commission of a late-hour appointee as justice of the peace. The effort to remove partisan judges by impeachment was a virtual failure, and the Federalists remained entrenched in the judiciary, though they became less actively partisan.

These partial political failures were more than compensated by the purchase of Louisiana in 1803, the most notable achievement of Jefferson's presidency. Because this vast acquisition of territory would inevitably change the character of the Union, it seemed to him that it should be authorised by a constitutional amendment. But the process of amendment was painfully slow, and the treaty had to be ratified by a specified date. Napoleon, who was thought by some to have already repented this transaction, could not have been expected to tolerate any departure from its terms. Recognising that this was no time for constitutional purism, the president yielded to his friends, while strict constructionist arguments were taken up ineffectually by the New England Federalists. Nearly everybody else enthusiastically approved of the acquisition.

During his first term Jefferson was subjected to attacks on his personal character that have rarely, if ever, been matched in presidential history. In 1802 sensational charges against him were publicised by James Thomson Callender, a dissolute and unscrupulous journalist whom he had unwisely befriended and who had turned on him when not given a lucrative federal appointment. These charges were gleefully taken up by Jefferson's political enemies, but he maintained his policy of making no public reply to personal attacks. The abuse he suffered from newspapers weakened his confidence in a free press. He believed that his triumphant re-election in 1804 justified his toleration of his critics and reflected approval of his public conduct.

On both the domestic and foreign fronts Jefferson encountered greater difficulties in his second term than in his first. But he was relatively successful at home during most of it. Factionalism increased among Republicans. But the revolt of John Randolph, an uncompromising strict constructionist and formerly the Republican leader in the House of Representatives, was contained. Until the last session of Congress in his presidency, Jefferson maintained his influence over that body and his undisputed leadership of his party.

Meanwhile, the conspiracy of former Vice President Aaron Burr was foiled. It is still uncertain whether that adventurer proposed to separate the western states from the Union or to invade Mexico, but his expedition down the Mississippi River was unquestionably a threat to national unity and domestic security. Heeding the warning of Gen. James Wilkinson, the governor of the Louisiana Territory, Jefferson took steps in 1806 that led to the seizure of most of Burr's. Burr's trial for treason and afterward for a misdemeanour, in the federal circuit court presided over by John Marshall, became a fiasco when Marshall's rulings made conviction impossible.

The situation of the United States as a neutral nation became increasingly hazardous as the conflict between Britain and France, which embraced the whole Western world, increased in ruthlessness and desperation. Both powers trampled on neutral rights, but Britain, because it commanded the sea, was the greater offender. Despite reiterated protests by the U.S. government, the British policy of impressing American seamen was pursued with increased vigour, but proper measures against it were not taken in Jefferson's administration.

American commerce was caught in the crossfire between British Orders in Council and Napoleonic decrees. Recognising the impossibility of coping with both blockades, but convinced that peace was in the best interest of his young country, Jefferson and his government sought to safeguard American life and shipping. The embargo, adopted in December 1807 and strengthened by later legislation, was regarded by Jefferson as the only alternative to war and submission. The act barred all exports to Britain and France. But it had less effect abroad than had been expected and caused economic difficulty at home. This was especially true in New England, heavily reliant on commerce, where it was strongly opposed from the outset by pro-British Federalists and was resisted more extensively and more successfully than elsewhere.

In the effort to enforce the embargo, the government was drawn step by step into infringements on the liberties of individuals that were inconsistent with Jefferson's most cherished principles. He exercised no authority that was not vested in him by law, and, distrustful of power as he was, he did not seize it for its own sake. He believed that individuals should accept financial sacrifice on patriotic grounds. Many did so, but there was little glamour in this commercial warfare and the negative heroism it required. Toward the end of his administration, he assented to the embargo's repeal, to save the Union, he said.

Jefferson, meanwhile, was succeeded as president in 1809 by his loyal lieutenant, James Madison. During the last 17 years of his life, Jefferson remained in Virginia. Jefferson had long been troubled by debt. But he was rich in honour, friendship, and domestic happiness when he died at Monticello on 4<sup>th</sup> July 1826 just hours before John Adams, on the 50<sup>th</sup> anniversary of the Declaration of Independence.

*C4. Read, translate and comment upon the **First Inaugural Address in the City of New York** (Thursday, April 30, 1789) of George Washington. Which is the value of the message transmitted by the first American president to his people? Comment this speech in comparison with his last speech as a president. In his Farewell Address of Sept. 17, 1796, he summarized the results of his varied experience, offering a guide both for that time and for the future. He urged his countrymen to cherish the Union, to support the public credit, to be alert to "the insidious wiles of foreign influence", to respect the Constitution and the nation's laws, to abide by the results of elections, and to eschew political parties of a sectional cast. Asserting that America and Europe had different interests, he declared that it "is our true policy to steer clear of permanent alliances with any*

*portion of the foreign world", trusting to temporary alliances for emergencies. He also warned against indulging in either habitual favoritism or habitual hostility toward particular nations, lest such attitudes should provoke or involve the country in needless wars.*

Fellow-Citizens of the Senate and of the House of Representatives:

Among the vicissitudes incident to life no event could have filled me with greater anxieties than that of which the notification was transmitted by your order, and received on the 14<sup>th</sup> day of the present month. On the one hand, I was summoned by my Country, whose voice I can never hear but with veneration and love, from a retreat which I had chosen with the fondest predilection, and, in my flattering hopes, with an immutable decision, as the asylum of my declining years – a retreat which was rendered every day more necessary as well as more dear to me by the addition of habit to inclination, and of frequent interruptions in my health to the gradual waste committed on it by time. On the other hand, the magnitude and difficulty of the trust to which the voice of my country called me, being sufficient to awaken in the wisest and most experienced of her citizens a distrustful scrutiny into his qualifications, could not but overwhelm with despondence one who (inheriting inferior endowments from nature and unpracticed in the duties of civil administration) ought to be peculiarly conscious of his own deficiencies. In this conflict of emotions all I dare aver is that it has been my faithful study to collect my duty from a just appreciation of every circumstance by which it might be affected. All I dare hope is that if, in executing this task, I have been too much swayed by a grateful remembrance of former instances, or by an affectionate sensibility to this transcendent proof of the confidence of my fellow-citizens, and have thence too little consulted my incapacity as well as disinclination for the weighty and untried cares before me, my error will be palliated by the motives which mislead me, and its consequences be judged by my country with some share of the partiality in which they originated.

Such being the impressions under which I have, in obedience to the public summons, repaired to the present station, it would be peculiarly improper to omit in this first official act my fervent supplications to that Almighty Being who rules over the universe, who presides in the councils of nations, and whose providential aids can supply every human defect, that His benediction may consecrate to the liberties and happiness of the people of the United States a Government instituted by themselves for these essential purposes, and may enable every instrument employed in its administration to execute with success the functions allotted to his charge. In tendering this homage to the Great Author of every public and private good, I assure myself that it expresses your sentiments not less than my own, nor those of my fellow-citizens at large less than either. No people can be bound to acknowledge and adore the Invisible Hand which conducts the affairs of men more than those of the United States.

Every step by which they have advanced to the character of an independent nation seems to have been distinguished by some token of providential agency; and in the important revolution just accomplished in the system of their united government the tranquil deliberations and voluntary consent of so many distinct communities from which the event has resulted can not be compared with the means by which most governments have been established without some return of pious gratitude, along with an humble anticipation of the future blessings which the past seem to presage. These reflections, arising out of the present crisis, have forced themselves too strongly on my mind to be suppressed. You will join with me, I trust, in thinking that there are none under the influence of which the proceedings of a new and free government can more auspiciously commence.

By the article establishing the executive department it is made the duty of the President "to recommend to your consideration such measures as he shall judge necessary and expedient". The circumstances under which I now meet you will acquit me from entering into that subject further than to refer to the great constitutional charter under which you are assembled, and which, in defining your powers, designates the objects to which your attention is to be given. It will be more consistent with those circumstances, and far more congenial with the feelings which actuate me, to

substitute, in place of a recommendation of particular measures, the tribute that is due to the talents, the rectitude, and the patriotism which adorn the characters selected to devise and adopt them. In these honorable qualifications I behold the surest pledges that as on one side no local prejudices or attachments, no separate views nor party animosities, will misdirect the comprehensive and equal eye which ought to watch over this great assemblage of communities and interests, so, on another, that the foundation of our national policy will be laid in the pure and immutable principles of private morality, and the preeminence of free government be exemplified by all the attributes which can win the affections of its citizens and command the respect of the world. I dwell on this prospect with every satisfaction which an ardent love for my country can inspire, since there is no truth more thoroughly established than that there exists in the economy and course of nature an indissoluble union between virtue and happiness; between duty and advantage; between the genuine maxims of an honest and magnanimous policy and the solid rewards of public prosperity and felicity; since we ought to be no less persuaded that the propitious smiles of Heaven can never be expected on a nation that disregards the eternal rules of order and right which Heaven itself has ordained; and since the preservation of the sacred fire of liberty and the destiny of the republican model of government are justly considered, perhaps, as deeply, as finally, staked on the experiment entrusted to the hands of the American people.

Besides the ordinary objects submitted to your care, it will remain with your judgement to decide how far an exercise of the occasional power delegated by the fifth article of the Constitution is rendered expedient at the present juncture by the nature of objections which have been urged against the system, or by the degree of inquietude which has given birth to them. Instead of undertaking particular recommendations on this subject, in which I could be guided by no lights derived from official opportunities, I shall again give way to my entire confidence in your discernment and pursuit of the public good; for I assure myself that whilst you carefully avoid every alteration which might endanger the benefits of an united and effective government, or which ought to await the future lessons of experience, a reverence for the characteristic rights of freemen and a regard for the public harmony will sufficiently influence your deliberations on the question how far the former can be impregably fortified or the latter be safely and advantageously promoted.

To the foregoing observations I have one to add, which will be most properly addressed to the House of Representatives. It concerns myself, and will therefore be as brief as possible. When I was first honored with a call into the service of my country, then on the eve of an arduous struggle for its liberties, the light in which I contemplated my duty required that I should renounce every pecuniary compensation. From this resolution I have in no instance departed; and being still under the impressions which produced it, I must decline as inapplicable to myself any share in the personal emoluments which may be indispensably included in a permanent provision for the executive department, and must accordingly pray that the pecuniary estimates for the station in which I am placed may during my continuance in it be limited to such actual expenditures as the public good may be thought to require.

Having thus imparted to you my sentiments as they have been awakened by the occasion which brings us together, I shall take my present leave; but not without resorting once more to the benign Parent of the Human Race in humble supplication that, since He has been pleased to favor the American people with opportunities for deliberating in perfect tranquillity, and dispositions for deciding with unparalleled unanimity on a form of government for the security of their union and the advancement of their happiness, so His divine blessing may be equally conspicuous in the enlarged views, the temperate consultations, and the wise measures on which the success of this Government must depend.

### D. Vocabulary Practice. Elections and Government.

*D1. Elections. Put each of the following words or phrases in its correct place in the passage below:*

election campaign, support, polling day, opinion poll, vote, polling station, predict, ballot box, candidate.

People sometimes try to ..... the result of an election weeks before it takes place. Several hundred people are asked which party they prefer, and their answers are used to guess the result of the coming election. This is called an ..... Meanwhile each party conducts its ..... with meetings, speeches, television commercials and party members going from door to door encouraging people to ..... their party. In Britain everyone over 18 is eligible to ..... . The place where people go to vote in an election is called ..... and the day of the election is often known as ..... The voters put their votes in a ..... and later they are counted. The ..... with the most votes is then declared the winner.

*D2. Government. Put each of the following words in its correct place in the passage below:*

cabinet, alliance, right-wing, prime minister, one-party states, coalition, majority, left-wing, opposition, split.

In most countries, except ....., there are several different political parties. The one with the ..... of seats normally forms the government and the parties which are against the government are called the ..... Sometimes no single party wins enough seats and several parties must combine together in a ..... to form a government. The principal ministers in the government form a group called the ..... The leader of this group, and of the government, is the ..... Of course, there are many different kinds of parties and governments. A socialist or communist party is often described as ..... A conservative party on the other hand, is usually said to be ..... Political situations are always changing. Sometimes in a party or between two parties there is a big argument or deep difference of opinion. This is called a ..... When, on the other hand, two parties work together, this is sometimes called an .....

*D3. Do the following exercises about the British election system and Parliament:*

*a. Put each of the following words or phrases in its correct place in the passage below:*

proportional representation, polling day, by-election, Member of Parliament, canvassing, eligible, call an election, secret ballot, deposit, House of Commons, constituents, campaigns, stand for elections, constituencies, turn-out, General Election, polling stations.

<b>Middleford. Election Result.</b>	Mr. G. Smith (Labour)	30,000 votes
<b>No. of registered voters: 100,000</b>	Mrs. R. Green (Conservative)	25,000 votes
	Mrs. L. Jones (Independent)	10,000 votes
	Mr. W. Woods (Communist)	5,000 votes

A ..... has just taken place all over the United Kingdom. These must take place every five years unless the Prime Minister decides to ..... earlier. Above is the result in Middleford, one of the approximately 635 ..... into which the country is divided for this purpose. ..... was last Thursday, when the election ..... and door-to-door ..... stopped and the people of Middleford went to the ..... to make their choice, in a ....., from the four candidates (anyone over the age of 21 can ....., on payment of a ..... of £500, which is returned if he or she receives at least 5% of the votes cast). Voting is not compulsory and the number of people ..... to vote in Middleford (everyone over 18) was 100,000, so the ..... was 70%. Now Mr. Smith will become the ..... for Middleford, which



means he will represent the people of Middleford in the ..... in London. If he should die or be forced to give up his seat, the people of Middleford will have to vote again, in a ..... to replace him. It is a very simple system and Mr. Smith will try to represent all his ..... fairly, whether they voted for him or not. However, the fact remains that most voters in Middleford voted for candidates (and parties) other than Mr. Smith, and their votes are now lost. It is seats which are important in Parliament, not votes, and it is easy to see why the smaller parties would like a system of ..... in which the number of votes they won was reflected in the number of seats they received in Parliament.

*b. Put each of the following words or phrases in its correct place in the passage below:*

Cabinet, benches, Foreign secretary, backbenchers, Budget, Shadow Cabinet, Prime Minister, Speaker, Home Secretary, ministers, front bench, Leader of the Opposition, debates, Opposition, Chancellor of the Exchequer.

This is the House of Commons, where Members of Parliament take their seats on the green leather ..... according to their party and position. One of them is chosen to be the ....., who acts as a kind of chairperson of the ..... which take place in the House. In front of and on the right of this person sit the MPs of the biggest party, which forms the Government, and facing them sit the MPs of the parties who oppose them, the ..... The leaders of these two groups sit at the front on each side. MPs without special positions in their parties sit behind their leaders at the back. They are called ..... The leader of the Government, the ....., sits on the government ....., of course, next to his or her ..... The most important of these form the ..... The minister responsible for relations with other countries is called the ..... The one responsible for law and security is called the ..... The one who deals with financial matters and prepares the annual ..... speech on the economic state of the country is called the ..... Opposite this group sits the ..... (the main person in the largest party opposing the government) and the ....., each member of which specialises in a particular area of government.

*D4. Translate into Romanian the following texts about the American separation of powers and executive powers:*

*a. The system of checks and balances in the American government.*

**The executive branch.** The president suggests legislation to the Congress, issues executive orders, rules and regulations with the force of legislation, may veto legislation passed by the Congress, appoints federal judges, may grant pardons from punishment for offences against the United States.

**The legislative branch** (The Congress). The Senate appropriates funds for the executive, may create or abolish executive department, may impeach or try members of the executive branch, may override a presidential veto and must approve presidential appointments and treaties. The House of Representatives appropriates funds for the judiciary, may create or abolish lower federal courts, may impeach and try members of the judiciary, decides how many justices may seat on the Supreme Court and determines the appellate jurisdiction of the Supreme Court.

**The judicial branch** may declare congressional legislation, any president or executive action as being unconstitutional.

*b. The executive departments.*

No	Department	Head of Department	Year of Creation
1.	State	Secretary of State	1789
2.	Treasury	Secretary of the Treasury	1789
3.	Defense	Secretary of Defense	1949
4.	Justice	Attorney General	1870
5.	Interior	Secretary of the Interior	1849
6.	Agriculture	Secretary of Agriculture	1889
7.	Commerce	Secretary of Commerce	1913
8.	Labor	Secretary of Labor	1913
9.	Health and Human Services	Secretary of Health and Human Services	1979
10.	Housing and Urban Development	Secretary of Housing and Urban Development	1965
11.	Transportation	Secretary of Transportation	1966
12.	Energy	Secretary of Energy	1977
13.	Education	Secretary of Education	1979

The Department of State has the following tasks: to maintain contacts and friendly relations between USA and foreign countries; to promote security interests of USA and its allies; to protect foreign trade and commerce; to protect American citizens and their property abroad.

The Department of the Treasury has the following responsibilities: to report to the Congress and the President on the financial conditions of the government and the country; to regulate the sales of alcohol; to supervise the printing of stamps for the US Postal Service; to support operations of the Secret Service for protection of the President and other official persons; to control the operations of the Customs Service in what regards the taxes.

The Department of Defense has to control the armed forces, including navy and air force.

The Department of Justice should represent the United States in all legal matters and should render legal advice to the President and all other executive departments.

The Department of the Interior should develop the natural resources and protect the environment of USA, is in charge of all public lands, national parks, monuments and historic sites.

The Department of Agriculture should help American farmers increase their efficiency and supervise the prices in order to ensure a stable market both for producers and consumers.

The Department of Commerce promotes the increase of US industry and commerce at home and overseas, and it stimulates US exports.

The Department of Labor promotes the welfare of workers in the United States, helps improve working conditions and foster good relations between labor and management.

The Department of Health and Human Services is concerned with the nation's social services.

The Department of Education absorbs educational programmes and establishes policies in the field.

The Department of Housing and Urban Development combines a number of agencies dealing with metropolitan communities and problems of city life.

The Department of Transportation co-ordinates programmes to serve USA transportation needs.

The Department of Energy administers the resources of energy, makes policies in the field and handles energy crises.

## XII. INDIVIDUALISM IN AMERICA

### A. The Eligible Project.

The means of planning and organising presented in the previous course are not the only possible. There are also other ways of structuring the ideas and of putting them in order so that they should constitute an eligible project, and probably the most simple strategy is that of defining the goals, objectives, environment, resources and sources properly.

*A1. Read and comment upon the following possible way of organising the plan. Try to remember the steps in order, for applying them to your own projects:*

#### a. **Goals**

There is usually only **one goal**, although they might be split according to the different terms. For the long term such a goal might be: “obtaining a scholarship”, “the establishment of a Study Centre within your university”, “buying ten new computers for your firm”.

#### b. **Objectives**

The goal can be broken down in several objectives that are more detailed and well reachable.

Objectives must be S.M.A.R.T.:

**Specific** – giving the correct definition of what we want

**Measurable** – providing the instrument of measure

**Achievable** – specifying means and strategies of achievement

**Realistic** – seeing if it is possible to be accomplished

**Time-related** – providing the time measurement

“To send ten sets of calls for scholarships within the next six months”, “To have the first 10 subscriptions by 1<sup>st</sup> January 2002” “To find three sponsors which can supply money for computers and to make them interested” are good objectives, as they satisfy all the 5 conditions, although whether they realistic is up to you to decide.

Set your goal clearly, and break it down into as many *smart* objectives as possible. This will help you a lot along the way of reaching your goal.

#### c. **Environmental influences**

Why do camels only survive in the desert and polar bears only in the cold parts of the world? Because they are adapted to their environment. A polar bear would not survive one week in the desert, a camel would not survive at the North Pole. In the same way, your organisation has to be adapted to your environment to survive on the long term.

A bureaucratic organisation works better in a stable or well-protected environment, while small, flexible, entrepreneurial organisations work better in highly competitive or turbulent environment.

##### i. *External need identification*

To be able to adapt an individual, a team or an organisation to environment, first the environment has to be analysed. If the different influencing parties and other entities as law and information have been identified, the different needs should be detected to make sure that the organisation will be able to satisfy those needs.

##### ii. *Questions to be answered:*

Which are the different parties that belong to our environment? Which are the interest groups? Which are other issues that influence our organisation? Who are the people that we have to deal

with, every day or once a year? How important are they for us and how much do we have to adapt to their needs? Identify first all groups involved, then describe their needs.

Example: *influencing entities for a university*

- cultural, educational legislative and executive bodies
- professors
- students
- politics
- other universities in Romania
- other universities in Europe
- pressure groups
- technology
- internet
- knowledge
- other organisations
- the European Union delegation
- legislation

#### d. ***Building the Organisation***

Now we have identified the needs from the environment and internally, we start thinking how to design the organisation, using the external and internal needs as a basis. Different organisation forms do exist:

##### **1. Line organisation**

The line organisation is the basic form of each type of organisation. In this form each subordinate has only one boss from whom he gets tasks and to whom he reports. Hierarchy is the co-ordinating mechanism that works only in the vertical dimension.

*Advantages:*

- clear structure
- simple structure
- control comes from one point
- one person has a total overview

*Disadvantages:*

- much communication is necessary
- communication lines may become overheated
- knowledge from lower levels is supposed to be available at higher levels
- co-ordination, capacities and experience is supposed to be available at higher levels

*Solutions:*

- contact passerelle, if clearly defined; delegation of power

##### **2. Staff organisation**

Because managers do not always have all experience or specific knowledge, staff can be added, mostly as specialists, to support managers. Their tasks include normally advises, information provision, problem identification or problem analysis. They are only supporting the managers in the line organisation and have no decision power. A good example is the administration department, where a specific task is done by specialists, only to support the organisation, not to take decisions.

*Advantages:*

- efficient execution of tasks because the staff are specialists
- saving time for managers
- good source of information

*Disadvantages:*

- specialists are the only ones that know their tasks
- staff becomes uncontrollable because nobody else knows how to do their job
- specialists are relatively expensive
- company may become dependent on these staff members

*Solution:*

- include staff members in the decision making process

**3. Functional organisation**

This is still a line organisation, but now some specific tasks are directed to different people or staff, who are fully responsible for those tasks and also have the decision power over those tasks. Their influence on the organisation is not restricted to one level in the organisation. They do not have an advisory role, but have direct influence and can change decisions.

*Advantages:*

- specific knowledge and experience
- guarantee for a well co-ordinated and consistent staff department
- self controlling

*Disadvantages:*

- staff has direct influence on different levels in the organisation, which may trouble the clearness of who the boss is (the boss in the line organisation or the staff member)
- staff may overrule management decisions
- difficulties in co-ordination and communication

**4. Horizontal organisation**

In a horizontal organisation all people have their own specific area of work in which they can operate fully independent and can take all decisions on their own. All people are as important as the others and there is no strict boss. They operate next to each other, not in a hierarchical system. An example can be a lawyers firm, in which each lawyer has his own decision power, although some points have to be co-ordinated with the other lawyers as well.

*Advantages:*

- all people have a lot of freedom to take their own decisions
- very open and flexible structure

*Disadvantages:*

- only for small groups, like associates
- exchange of information is a necessity, no conflict of interest may occur
- full trust in the others necessary
- co-ordination problems may occur easily

**5. Matrix organisation**

This form of organisation is much used for projects in which different people work for a short term. In the matrix organisation people have different bosses, their functional boss from the department where they usually work and the project manager for the time they are working in a project. People can work in different projects in the same time and have even more bosses than two.

*Advantages:*

- very flexible organisation form
- efficient use of human resources
- no need for external specialists for short term projects

*Disadvantages:*

- conflict of interest between different bosses
- co-ordination problem of the time allocated to each boss
- unclear priority setting and danger of too high work load for the employee

### e. *Helping and Hindering Forces*

Why is the organisational structure so important? Because co-ordination is an essential role for the management. Management *must* be secured in the organisation in such a way that at all levels everybody should work towards the same goal and objectives. Therefore a lot of forces inside and outside the organisation are helping or sometimes hindering the management in the fulfilment of its tasks. When accomplishing a project, you should identify them correctly. For example, previous experience in the field can help, while possible competitors can be obstacles.

### f. *The Resources. Resource identification*

We have seen what external needs have to be satisfied and how this environment influences our internal structure. Different internal structures have been dealt with and we have identified the helping and hindering forces in the development of our organisation.

Now it is time to build the organisation itself. Therefore a lot of resources are needed, not only money and people, but also time, knowledge, information, motivation and facilities. Again, if you are realistic in what concerns the materials and humans available, you have a greater chance to succeed.

### g. *Sources*

#### 1. Categorising the resources

To make the long list of different resources that are needed more clearly and easier gives you access to acknowledging the places where you can find these resources. If you categorise the resources according to the given categories, you have also defined people or institutions which can provide them.

#### 2. Satisfying the needs

We have seen previously that many resources are needed to build the organisation in its ideal form. Now we will investigate where these resources can be found. Which sources have to be found to satisfy the resources?

### h. *Action plan*

After identification of different sources that have to be contacted in order to obtain the needed resources, we start writing an action plan. In this action plan will be written what to do, how to approach the different sources and when to approach those sources. This will eventually lead to a complete plan where all actions are written and allocated to a time frame.

*Short term:*

Objective	Actions. What has to be done?	How will it be done?	By whom will it be done?	Who is the end responsible?	Needed resources	Starting date:	Finish before:

A2. *Could you define your future career development in such terms? Why? Why not?*

A3. Write down a project of yours by filling the following tables:

**Goal:**

**Objectives:**

1. SMART
- 2.
- 3.
- 4.
- 5.

	<i>Influencing entities:</i>	<i>Their needs:</i>
1.		- - -
2.		- - -
3.		- - -
4.		- - -
5.		- - -

*Anticipation of potential obstacles for development*

	<i>Driving forces</i>	<i>Hindering forces</i>
Objective 1		
Objective 2		
Objective 3		
Objective 4		
Objective 5		

**Resources needed:****Sources:****Action Plan**

Objective	Actions. What has to be done?	How will it be done?	By whom will it be done?	Who is the end responsible?	Needed resources	Starting date:	Finish before:

A4. Write about the importance of estimating things in advance and of making plans in project management.

**B. The Numeral.**

B1. Read and bear in mind the following theories about the numeral. Remember especially the differences between the numerals in English and in Romanian. Think of the situation in which you have used the numeral wrongly.

a. **Definition.** The numeral is the part of speech which expresses an abstract number, a numeric determination of objects or the order of objects in numbering.

Examples: Five and twelve are seventeen.

It is the twelfth of the month.

b. **Classification.** The numerals are divided in the following categories:

i. **The cardinal numeral** expresses an abstract number or a determined number of objects.

Example: Nine and seventeen are (is) twenty six.

They brought thirty chairs and one table.

- *the units*: nought (in ordinary language), zero (in formal and scientific language), oh (at the telephone, TV and radio), love (for tennis), nil (for football), one, two, three, four, five, six, seven, eight, nine;
- except for the numerals *eleven* and *twelve*, the others *up to nineteen* are formed by adding the termination **-teen** to the numbers from one to nine;

Examples: She is eighteen years old.

Sixteen people were asked, but only fifteen came.

- the numerals expressing the tens *from 20 to 90* are formed by adding the termination **-ty** to the units; the tens are related to the units through a hyphen (twenty-one, ninety-six); the numerals expressing tens can have plural form;

Examples: My grandfather is sixty years old.

I was born in the seventies.

- *the hundreds, thousands and millions* are not used in the plural when we place a unit in front of them (a hundred, two hundred, a thousand, two thousand); they only have plural form when we



express abstractions (to count by hundreds, by thousands, by millions); we also consider that *hundred* and *thousand* have plural forms when they are units of a larger quantity;

Examples: I have won two million lei.

Thousands had read the article.

Twenty hundreds are two thousand.

- a billion is the equivalent of the Romanian *miliard* in the United States of America, and the equivalent of the Romanian *trilion* in Great Britain.

ii. **The ordinal numeral** indicates the numeric order in a series.

Examples: He came out second in his exam.

She put on her third best dress.

- the ordinal numerals are formed by adding the termination **-th** to the cardinal numerals (fourth, sixteenth, twenty-seventh, hundreth);
- the first three numerals are *the first*, *the second* and *the third*;
- numerals with special orthography: the fifth, the eighth, the ninth, the twelfth, the twentieth, the thirtieth (and the other tens in the same way);
- the ordinal numerals written in figures have the last two letters added to the figure (1<sup>st</sup>, 2<sup>nd</sup>, 3<sup>rd</sup>, 4<sup>th</sup>, 21<sup>st</sup>, 42<sup>nd</sup>);
- the ordinal numeral precedes the cardinal numeral;  
Example: the first ten years of the century
- at he compound numerals, only the last term receives the termination **-th** (the one hundred and fifty-fourth);
- in order to express date, we place a cardinal numeral in front of the month;  
Examples: 10<sup>th</sup> February (we read *the tenth of February*)  
3<sup>rd</sup> June (we read *the third of June*)
- in the colloquial style we can say *June first*, *September twelfth*;
- the order of a series can be built in the following ways: cardinal numeral placed after the noun; ordinal numeral preceding the noun;  
Examples: the Second World War (World War Two)  
the tenth lesson (lesson ten)
- the order of the persons in a family, state, church is expressed through the ordinal numeral.  
Examples: William the Fourth, Queen Elizabeth the First, John Smith the Third

iii. **The fractional numeral** expresses fractions, equal parts of a whole.

- the fraction can be expressed through a cardinal numeral linked to an ordinal numeral;  
Examples: 1/3 (one third), 1/31 (one thirty-first), 7/10 (seven tenths), 9/40 (nine fortieths)
- the fractional numerals 1/2 and 1/4 are *a half* and *a quarter* (half an hour, three quarters of a mile);
- the decimal fraction is expressed in the following way: nought + point + cardinal numeral (0.75 – nought point seventy-five);

iv. **The collective numeral** is represented by the following words: couple, pair, brace, span, team, yoke, dozen, score, gross, quire etc.

- *couple* (doi sau mai mulți, neasortați);

Examples: a couple of seconds, a couple of drinks, a young couple

I'll give you a couple of apples.

- *pair* (doi sau mai mulți, asortați);

Examples: a pair of gloves, a pair of trousers

They are a happy pair. They walk in pairs.

- *brace* (doi neasortați) – at hunting;

Examples: a brace of dogs, a brace of pheasants, a brace of pistols

- *span, yoke* – groups of animals;

Examples: a span of horses, a yoke of oxen

- *dozen* (= 12), *score* (= 20), *gross* (= 12x12), *squire* (set of sheets of paper) define large groups of two;

Examples: two dozen handkerchiefs, three score people, six gross pens, ten squire papers

- *team* (large groups of animals; structured groups of sportsmen, workers, professionals having a common activity, pair).

Examples: twenty team of cattle; a team formed of ten engineers

We are a team the two of us.

v. ***The multiplicative numeral or multiplier*** shows the proportion in which a quantity grows or an action is fulfilled.

- the multipliers for the first three numerals are the following: *single, double, triple*;

Examples: The suitcase had a double bottom.

The prices became triple in the last month.

- the multipliers for the numerals beginning with two can have the form of *a cardinal numeral + the suffix –fold* (twofold, threefold, tenfold);

Examples: Industrial production has increased threefold.

Behind the sofa there was a fourfold draught-screen.

- the multipliers can have the form of cardinal numeral + *times*;

Examples: Fifty is ten times as much as five.

I go to school five times a week.

vi. ***The distributive numeral*** expresses the repartition in equal groups of objects.

- *one at a time, two at a time etc.*;

Example: We were told to enter the room one at a time.

- *one by one, two by two*;

Example: The children walked on the street two by two.

- *by twos, by threes, by tens*;

Example: They were counted by twos.

- *by the dozen, by the hundred, by the million*;

Example: The casualties in World War II were numbered by the million.

- *two and two, three and three, four and four etc.*;

Example: The soldiers marched in rows of four and four.

- *in twos, in threes, in tens etc.*;

Example: They arrived in twos and threes.

- *every day, every other day, every three days etc.*;

Example: I meet him every three days.

- *cardinal numeral + noun + each*.

Examples: They were given two pounds each.

There were four groups of three men each.

vii. ***The adverbial numeral*** has the function of an adverb and shows the frequency of an action or the place in a series.

- *once, twice, three times, four times, six times etc.*;

Examples: The elections are held once in every four years. I go to school three times a week.

- *bis, once more, once again, twice as fast etc.*;  
Example: Once bitten, twice shy.
  - *firstly, secondly, thirdly, eighthly etc.*  
Example: The questions on the agenda were firstly the route to be followed and secondly the number of men necessary.
- viii. **The indefinite numeral** expresses an indefinite number of objects.
- *several, many, (a) few, some, a number of, a couple, a lot, lots of, a great many, plenty etc.*;  
Examples: Several of the boys in the school won scholarships.  
Many people can speak English properly.  
Few people could understand him.  
I shall be back in a few hours.  
A couple of men were already in the meeting hall.  
A lot of women took part in the session.  
Lots of people came to see the circus.
  - the singular forms of some of these numerals (*much, a little, a great deal of, a lot of*) serve to express quantity for the names of concrete and abstract matter and mass.  
Examples: You have no idea how little money I have.  
There was much tea left.  
The boy had a great deal of courage.  
A lot of his assurance was due to the support of his friends.

*Observations:*

- the numerical approximation is expressed through: *about, almost, nearly, something like, some, somewhere about, a few, roughly, approximately, odd, a couple, a dozen, one or two, or so*, or through adding the suffix **-ish** to the short numerals;  
Examples: We walked about a mile.  
They lost almost twenty minutes to look for a taxi.  
All the volumes will cost something like ten thousand lei.  
She was married some five years back.  
That will cost him somewhere about five pounds.  
A few of the candidates finished the paper.  
Roughly ten of the audience knew the play.  
A couple of our men attend English classes.  
She gave me a dozen of reasons for what she has done.  
Two or three months is sufficient to learn your trade.  
“What time shall we meet?” “Ninish!”
- we express the surpassing of a figure through: *over, more than, and more, above, upwards*;  
Examples: He is over sixty.  
She lost over twenty pounds in weight.  
More than a dozen sculptures were on show.  
There were girls of eight and more in the choir.  
The story was meant for children above ten.  
Towns that have upwards of two million inhabitants are crowded.
- in order to express indefinite large numbers we use: *hundreds, thousands, millions, myriads, dozens, scores*;  
Examples: They went in hundreds to the conference.  
Thousands and thousands of people protested.  
Myriads of stars appeared in the sky.  
I have met them dozens of times.  
They fled by scores before the storm.

- we express more or less than a given number through: *numeral + too many; numeral + too few*.  
Examples: There is one figure too many for a phone number.  
He gave me two shillings too few.

*B2. Do the following exercises.*

*a. Answer the following questions:*

1. When was the White House built? 2. When was Shakespeare born? 3. When was the Eiffel Tower built? 4. When did Marconi invent the radio? 5. How many hours are there in a day? 6. How many weeks are there in a month? 7. How many seconds are there in a minute? 8. When is the first school day? 9. When is your birthday? 10. When is Christmas?

*b. Use the following words in sentences of your own:*

forty; nought point five; tenfold; once; the twentieth; three times; three fourths; gross; dozen; score; love; zero; oh; thirty-one; two by two; hundreds; roughly; a few; somewhere about; a great deal of; almost; myriads.

*B3. Translate into English:*

a. 1. Copiii au intrat în școală doi câte doi. 2. Am citit sute de pagini în ultimele două săptămâni. 3. Tocmai am cumpărat două duzini de cutii de chibrituri. 4. Cred că acum mașina are mai mult de 100 km/oră. 5. Biletul tău de clasa a doua este pentru data de 22 iunie. 6. Un sfert din locuitorii acestui orașel lucrează în mină. 7. Numai după ce am citit întrebarea de trei ori am înțeles-o. 8. Ne ducem la teatru din două în două săptămâni. 9. După strângerea recoltei fermierii speră să obțină un câștig întreit. 10. Am întâlnit-o o dată sau de două ori, dar nu am discutat cu ea niciodată. 11. Acesta a fost unul dintre cele mai sângeroase incidente petrecute vreodată. 12. Capitolul nouă mi s-a părut mai interesant decât capitolul opt. 13. Care este răspunsul tău la cea de a douăzeci și una întrebare? 14. Nouă ori doi fac optsprezece. 15. Trenul va sosi în jurul orei 23:10. 16. Invenția lui a adus un profit înzecit firmei la care lucrează. 17. Treizeci și doi minus șapte fac douăzeci și cinci. 18. Trei cincimi plus o cincime fac patru cincimi. 19. Opt virgulă șapte înmulțit cu zece fac optzeci și șapte. 20. Radical din optzeci și unu fac nouă.

b. “Diligența sosește în sfârșit cu aproape trei ceasuri de întârziere. Sunt doi călători, care se așază împreună cu conductorul, poftit de ei, la aceeași masă.

Din convorbirea călătorilor se lămurea bine împrejurarea. La tactul de mai sus al poștii, se întâmplase peste noapte o călcare cu omor în hanul unui jidov. Hangiul omorât ținea și schimbul cailor. Tâlharii îi furaseră, și până să se găsească alții în sat, călătorii curioși putuseră cerceta în voie teatrul crimei.

Cinci victime. Dar amănuntele! Dacă nu s-ar fi găsit casa prădată, s-ar fi crezut că a fost cruntă răzbunare, sau fapta nebuniei religioase...

Leiba tremura, scuturat de un puternic acces de friguri, și asculta aiurit.

Apoi urmă ceva care trebuia neapărat să umple de respect pe conductor. Tinerii pasageri erau doi studenți, unul la filosofie, altul la medicină; mergeau să petreacă sărbătorile în orașelul lor natal. Între ei se încinse o înaltă dezbatere academică despre crimă și cauzele ei, și dacă trebuie să fim drepți, medicinistul era mai bine preparat decât filosoful.” (*O făclie de Paște*, by Ion Luca Caragiale)

*B4. Write a composition about your birthday party, using as many numerals as you can.*

C. As the United States grew larger, richer and more centralised, it began to evolve a more distinctive culture and set of social-political thinking. Still the child of Europe, by mid-century it was clearly the offspring rather than an imitation of the parent society. Jefferson had drawn most of his ideas from classical authors and seventeenth century English thinkers. He gave to these doctrines an American cast, as when he stressed the separation of church and state or the pursuit of happiness instead of property in describing the “unalienable rights” of men. But Ralph Waldo Emerson, whose views were roughly similar to Jefferson’s and who was also influenced by European thinkers, was an American philosopher. He and his generation drew quite self-consciously on native sources and inspirations. In doing so they described convincingly the emergence of a distinctly democratic culture. Emerson, Thoreau, Poe, Hawthorne, Melville and Whitman represented the first generation of great intellectuals in America, important figures for literature and supporters of individualism and democracy.

*C1. Read, translate and comment upon the following text exposing the most important ideas of the generation between 1820-1850. Notice the accent placed on the individual thinking, on the individual rights. Comment on the role of the government as a supervisor, which should not impose anything, but watch. Write an essay specifying the feature you would appreciate in a government.*

“The ancient manners were giving way. There grew a certain tenderness on the people, not before remarked”, Emerson wrote of his America. “It seemed a war between intellect and affection; a crack in Nature, which split every church in Christendom. [...] The key to the period appeared to be that the mind had become aware of itself. [...] The young men were born with knives in their brain.” It was an age of democratic thinking and American utopia. A new galaxy of political theorists with revolutionary spirit emerged. The year 1836, when Emerson published his *Essay on Nature*, may be taken as opening a period in American culture corresponding to 1775 in American politics.

Transcendentalism is the name generally given to this spirit in the Northern states between 1820 and 1850. It may be defined as an intellectual overtone to democracy, a belief in the divinity of human nature. It appeared in some men as intense individualism, in others as a passionate sympathy for the poor and oppressed. It gave to Hawthorne his perception of the beauty and tragedy of life and to Walt Whitman his robust joy in living. And almost every aspect of it may be found in Emerson, who embodied the essence of it, a belief in the soul’s inherent power to grasp the truth. Historically speaking, transcendentalism was an attempt to make Americans worthy of their independence. It meant the flourishing of the Puritan spirit.

If Jefferson was the prophet of democracy and Jackson its hero, Emerson was its high priest. Like Jefferson, he believed ardently in the perfectibility of man, but the philosopher knew what the soldier and the statesman never learned, that free institutions could not liberate men not themselves free. His task was to induce Americans to cleanse their minds of hatred and prejudice, to make them think out the consequences of democracy instead of nearly repeating its catchwords, and to seek the same eminence in spirit that they had reached in material things.

Emerson favoured change and believed in progress. It was America’s destiny to fulfil “the postponed expectations of the world”. Temperamentally, however, he was too serene and too much his own man to fight for the causes other reformers exposed and he was too idealistic to accept the compromises that most reformers make to achieve their ends. To abolitionist friends who sought his aid he said: “God must govern His own world [...] I have quite other slaves to face than those Negroes, to wit, imprisoned thoughts [...] which have no watchman or lover or defender but me”.

Because he put so much emphasis on self-reliance, Emerson disliked powerful governments. “The less government we have the better”, he said. He thought strong leadership was essential and the making of a nation was the result of strong personalities at work.

Closely identified with Emerson was his Concord neighbour Henry David Thoreau. Like Emerson, he objected to many of society’s restrictions on the individual. “That government is best which governs not at all”, he said, bringing further what Emerson and the Jeffersonians were saying. He was perfectly prepared to see himself as a majority of one. Emerson reduced him to a phrase when he called him “a born protestant”. “When were the good and the brave ever in a majority?” Thoreau asked. “If a man does not keep pace with his companions”, he wrote on another occasion, “perhaps it is because he hears a different drummer ...”

In 1845 Thoreau decided to put to the test his theory that a person need not depend on society for a satisfying existence. He built a cabin at Walden pond on some property owned by Emerson and lived there alone for two years. He did not try to be entirely self-sufficient: he returned to his family or to Emerson on occasion, he purchased manufactured articles that he needed. He set out, by experimenting, to prove that if necessary an individual could get along without the products of civilisation.

At Walden, Thoreau wrote *A Week on the Concord and Merrimack Rivers* (1849) and spent much time observing the world around him and thinking. The best fruit of this period was the extraordinary book *Walden* (1854), the story of Thoreau’s experiment, moving and beautifully written. It is also an acid indictment of the social behaviour of the average American, an attack on unthinking conformity, on subordinating one’s own judgement to that of the herd.

The most graphic illustration of Thoreau’s confidence in his own values occurred while he was living at Walden. At that time the Mexican war was raging. Thoreau considered the war immoral because it advanced the cause of slavery. To protest, he refused to pay the Massachusetts poll tax. For this he was arrested and lodged in jail, although only for one night, because an aunt promptly paid the tax for him. His essay *Civil Disobedience*, explaining his view of the power relation between the individual and the state, resulted from this experience. Like Emerson, however, Thoreau refused to participate in practical reform movements.

*C2. Read, translate and comment upon the following fragment from one of Emerson’s essays, Self-Reliance. Notice the focus on individualism and power of the self. Explain why man should rely only on himself, on his own powers, and should not listen to the voices from outside. Which opinion do you value the most – that placing human being into a system of traditions and a community, or that crediting the individual with the force to stay away from the world? Give as many reasons and arguments as you can for your belief.*

Whoso would be a man must be a nonconformist. He who would gather immortal palms must not be hindered by the name of goodness, but must explore if it be goodness. Nothing is at last sacred but the integrity of your own mind. Absolve you to yourself, and you shall have the suffrage of the world. I remember an answer which when quite young I was prompted to make to a valued adviser, who was wont to importune me with the dear old doctrines of the church. On my saying, What have I to do with the sacredness of traditions, if I live wholly from within? my friend suggested, “But these impulses may be from below, not from above”. I replied, “They do not seem to me to be such; but if I am the Devil’s child, I will live then from the Devil”. No law can be sacred to me but that of my nature. Good and bad are but names very readily transferable to that or this; the only right is what is after my constitution, the only wrong what is against it. A man is to carry himself in the presence of all opposition, as if every thing were titular and ephemeral but he. I am ashamed to think how easily we capitulate to badges and names, to large societies and dead institutions. Every decent and well-spoken individual affects and sways me more than is right. I ought to go upright and vital, and speak the rude truth in all ways. If malice and vanity wear the coat of philanthropy,



*Ralph Waldo Emerson was largely responsible for generating the transcendentalist movement and in a broader sense for fostering individualism in the United States.*

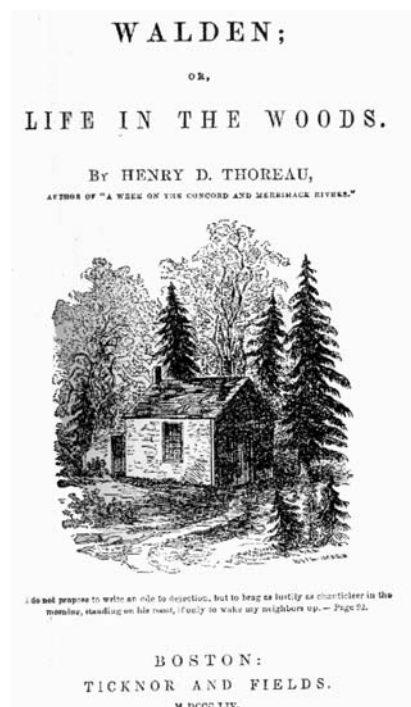
shall that pass? If an angry bigot assumes this bountiful cause of Abolition, and comes to me with his last news from Barbadoes, why should I not say to him, "Go love thy infant; love thy wood-chopper: be good-natured and modest: have that grace; and never varnish your hard, uncharitable ambition with this incredible tenderness for black folk a thousand miles off. Thy love afar is spite at home". Rough and graceless would be such greeting, but truth is handsomer than the affectation of love. Your goodness must have some edge to it, else it is none. The doctrine of hatred must be preached as the counteraction of the doctrine of love when that pules and whines. I shun father and mother and wife and brother, when my genius calls me. I would write on the lintels of the door-post, Whim. I hope it is somewhat better than whim at last, but we cannot spend the day in explanation. Expect me not to show cause why I seek or why I exclude company. Then, again, do not tell me, as a good man did to-day, of my obligation to put all poor men in good situations. Are they my poor? I tell thee, thou foolish

philanthropist, that I grudge the dollar, the dime, the cent, I give to such men as do not belong to me and to whom I do not belong. There is a class of persons to whom by all spiritual affinity I am bought and sold; for them I will go to prison, if need be; but your miscellaneous popular charities; the education at college of fools; the building of meeting-houses to the vain end to which many now stand; alms to sots; and the thousandfold Relief Societies; though I confess with shame I sometimes succumb and give the dollar, it is a wicked dollar which by and by I shall have the manhood to withhold.

Virtues are, in the popular estimate, rather the exception than the rule. There is the man and his virtues. Men do what is called a good action, as some piece of courage or charity, much as they would pay a fine in expiation of daily non-appearance on parade. Their works are done as an apology or extenuation of their living in the world, as invalids and the insane pay a high board. Their virtues are penances. I do not wish to expiate, but to live. My life is for itself and not for a spectacle. I much prefer that it should be of a lower strain, so it be genuine and equal, than that it should be glittering and unsteady. I wish it to be sound and sweet, and not to need diet and bleeding. I ask primary evidence that you are a man, and refuse this appeal from the man to his actions. I know that for myself it makes no difference whether I do or forbear those actions which are reckoned excellent. I cannot consent to pay for a privilege where I have intrinsic right. Few and mean as my gifts may be, I actually am, and do not need for my own assurance or the assurance of my fellows any secondary testimony.

What I must do is all that concerns me, not what the people think. This rule, equally arduous in actual and in intellectual life, may serve for the whole distinction between greatness and meanness. It is the harder, because you will always find those who think they know what is your duty better than you know it. It is easy in the world to live after the world's opinion; it is easy in solitude to live after our own; but the great man is he who in the midst of the crowd keeps with perfect sweetness the independence of solitude.

C3. Read and translate the following fragments from *Walden* and from another text of Henry David Thoreau, issued in 1849, *Civil Disobedience*. Comment upon the reasons why the author chose to live in wilderness and upon his opinions on governments.



*The title page of Walden shows the cabin that Thoreau built on Emerson's land.*

a. Every morning was a cheerful invitation to make my life of equal simplicity, and I may say innocence, with Nature herself. I have been as sincere a worshiper of Aurora as the Greeks. I got up early and bathed in the pond; that was a religious exercise, and one of the best things which I did. They say that characters were engraven on the bathing tub of king Tching-thang to this effect: "Renew thyself completely each day; do it again, and again, and forever again." I can understand that. Morning brings back the heroic ages. I was as much affected by the faint hum of a mosquito making its invisible and unimaginable tour through my apartment at earliest dawn, when I was sitting with door and windows open, as I could be by any trumpet that ever sang of fame. It was Homer's requiem; itself an Iliad and Odyssey in the air, singing its own wrath and wanderings. There was something cosmical about it; a standing advertisement, till forbidden, of the everlasting vigor and fertility of the world. The morning, which is the most memorable season of the day, is the awakening hour. Then there is least somnolence in us; and for an hour, at least, some part of us awakes which slumbers all the rest of the day and night. Little is to be expected of that day, if it can be called a day, to which we are not awakened by our Genius, but by the mechanical nudgings of some servitor, are not awakened by our own newly acquired force and aspirations from within, accompanied by the undulations of celestial music, instead of

factory bells, and the fragrance filling the air – to a higher life than we fell asleep from; and thus the darkness bear its fruit, and prove itself to be good, no less than the light. That man who does not believe that each day contains an earlier, more sacred, and auroral hour than he has yet profaned, has despaired of life, and is pursuing a descending and darkening way. After a partial cessation of his sensuous life, the soul of man, or its organs rather, are revigorated each day, and his Genius tries again what noble life it can make. All memorable events, I should say, transpire in morning time and in a morning atmosphere. The Vedas say, "All intelligences awake with the morning." Poetry and art, and the fairest and most memorable of the actions of men, date from such an hour. All poets and heroes, like Memnon, are the children of Aurora, and emit their music at sunrise. To him whose elastic and vigorous thought keeps pace with the sun, the day is a perpetual morning. It matters not what the clocks say or the attitudes and labors of men. Morning is when I am awake and there is a dawn in me. Moral reform is the effort to throw off sleep. Why is it that men give so poor account of their day if they have not been slumbering? They are not such poor calculators. If they have not been overcome with drowsiness, they would have performed something. The millions are awake enough for physical labor; but only one in a million is awake enough for effective intellectual exertion, only one in a hundred millions to a poetic or divine life. To be awake is to be alive. I have never yet met a man who was quite awake. How could I have looked him in the face?

We must learn to reawaken and keep ourselves awake, not by mechanical aids, but by an infinite expectation of the dawn, which does not forsake us in our soundest sleep. I know of no more encouraging fact than the unquestionable ability of man to elevate his life by a conscious endeavor. It is something to be able to paint a particular picture, or to carve a statue, and so to make a few



objects beautiful; but it is far more glorious to carve and paint the very atmosphere and medium through which we look, which morally we can do. To affect the quality of the day, that is the highest of arts. Every man is asked to make his life, even in its details, worthy of the contemplation of his most elevated and critical hour. If we refused, or rather used up, such paltry information as we get, the oracles would distinctly inform us how this might be done.

I went to the woods because I wished to live deliberately, to front only the essential facts of life, and see if I could not learn what I had to teach, and not, when I came to die, discover that I have not lived. I did not wish to live what was not life, living is so dear; nor did I wish to practice resignation, unless it was quite necessary. I wanted to live deep and suck out all the marrow of life, to live so sturdily and Spartan-like as to put to rout all that was not life, to cut a broad swath and shave close, to drive life into a corner, and reduce it to its lowest terms, and, if it proved to be mean, why then to get the whole and genuine meanness of it, and publish its meanness to the world; or if it were sublime, to know it by experience, and be able to give a true account of it in my next excursion. For most men, it appears to me, are in a strange uncertainty about it, whether it is of the devil or of God, and have *somewhat hastily* concluded that it is the chief end of man here to “glorify God and enjoy him forever”.

b. I heartily accept the motto, “That government is best which governs least”; and I should like to see it acted up to more rapidly and systematically. Carried out, it finally amounts to this, which also I believe, “That government is best which governs not at all”; and when men are prepared for it, that will be the kind of government which they will have. Government is at best but an expedient; but most governments are usually, and all governments are sometimes, inexpedient. The objections which have been brought against a standing army, and they are many and weighty, and deserve to prevail, may also at last be brought against a standing government. The standing army is only an arm of the standing government. The government itself, which is only the mode which the people have chosen to execute their will, is equally liable to be abused and perverted before the people can act through it. Witness the present Mexican war, the work of comparatively a few individuals using the standing government as their tool; for, in the outset, the people would not have consented to this measure.

This American government – what is it but a tradition, though a recent one, endeavoring to transmit itself unimpaired to posterity, but each instant losing some of its integrity? It has not the vitality and force of a single living man; for a single man can bend it to his will. It is a sort of wooden gun to the people themselves. But it is not the less necessary for this; for the people must have some complicated machinery or other, and hear its din, to satisfy that idea of government which they have. Governments show thus how successfully men can be imposed on, even impose on themselves, for their own advantage. It is excellent, we must all allow. Yet this government never of itself furthered any enterprise, but by the alacrity with which it got out of its way. It does not keep the country free. It does not settle the West. It does not educate. The character inherent in the American people has done all that has been accomplished; and it would have done somewhat more, if the government had not sometimes got in its way. For government is an expedient by which men would fain succeed in letting one another alone; and, as has been said, when it is most expedient, the governed are most let alone by it. Trade and commerce, if they were not made of India-rubber, would never manage to bounce over the obstacles which legislators are continually putting in their way; and, if one were to judge these men wholly by the effects of their actions and not partly by their intentions, they would deserve to be classed and punished with those mischievous persons who put obstructions on the railroads.

But, to speak practically and as a citizen, unlike those who call themselves no-government men, I ask for, not at once no government, but at once a better government. Let every man make known what kind of government would command his respect, and that will be one step toward obtaining it.

After all, the practical reason why, when the power is once in the hands of the people, a majority are permitted, and for a long period continue, to rule is not because they are most likely to be in the right, nor because this seems fairest to the minority, but because they are physically the strongest. But a government in which the majority rule in all cases cannot be based on justice, even as far as men understand it. Can there not be a government in which majorities do not virtually decide right and wrong, but conscience? – in which majorities decide only those questions to which the rule of expediency is applicable? Must the citizen ever for a moment, or in the least degree, resign his conscience to the legislation? Why has every man a conscience, then? I think that we should be men first, and subjects afterward. It is not desirable to cultivate a respect for the law, so much as for the right. The only obligation which I have a right to assume is to do at any time what I think right. It is truly enough said that a corporation has no conscience; but a corporation of conscientious men is a corporation with a conscience. Law never made men a whit more just; and, by means of their respect for it, even the well-disposed are daily made the agents of injustice. A common and natural result of an undue respect for law is, that you may see a file of soldiers, colonel, captain, corporal, privates, powder-monkeys, and all, marching in admirable order over hill and dale to the wars, against their wills, ay, against their common sense and consciences, which makes it very steep marching indeed, and produces a palpitation of the heart. They have no doubt that it is a damnable business in which they are concerned; they are all peaceably inclined. Now, what are they? Men at all? or small movable forts and magazines, at the service of some unscrupulous man in power? Visit the Navy-Yard, and behold a marine, such a man as an American government can make, or such as it can make a man with its black arts – a mere shadow and reminiscence of humanity, a man laid out alive and standing, and already, as one may say, buried under arms with funeral accompaniments, though it may be,

“Not a drum was heard, not a funeral note,  
As his corse to the rampart we hurried;  
Not a soldier discharged his farewell shot  
O’er the grave where our hero we buried”.

The mass of men serve the state thus, not as men mainly, but as machines, with their bodies. They are the standing army, and the militia, jailers, constables, posse comitatus, etc. In most cases there is no free exercise whatever of the judgement or of the moral sense; but they put themselves on a level with wood and earth and stones; and wooden men can perhaps be manufactured that will serve the purpose as well. Such command no more respect than men of straw or a lump of dirt. They have the same sort of worth only as horses and dogs. Yet such as these even are commonly esteemed good citizens. Others – as most legislators, politicians, lawyers, ministers, and office-holders – serve the state chiefly with their heads; and, as they rarely make any moral distinctions, they are as likely to serve the devil, without intending it, as God. A very few – as heroes, patriots, martyrs, reformers in the great sense, and men – serve the state with their consciences also, and so necessarily resist it for the most part; and they are commonly treated as enemies by it. A wise man will only be useful as a man, and will not submit to be “clay”, and “stop a hole to keep the wind away”, but leave that office to his dust at least:

“I am too high-born to be propertied,  
To be a secondary at control,  
Or useful serving-man and instrument  
To any sovereign state throughout the world”.

He who gives himself entirely to his fellow-men appears to them useless and selfish; but he who gives himself partially to them is pronounced a benefactor and philanthropist.

*C4. Write an essay presenting the most important ideas of the theorists of individualism in America. Try to compare these views with the conceptions of the European individualists. Discuss the differences between the American followers of a democratic vision, for and with the crowd of simple people, and the philosophers of individualism, stationing uniqueness and isolation of man in his contemplation. Start from the following fragment from the **Essays of Emerson**:*

When the act of reflection takes place in the mind, when we look at ourselves in the light of thought, we discover that our life is embosomed in beauty. Behind us, as we go, all things assume pleasing forms, as clouds do far off. Not only things familiar and stale, but even the tragic and terrible, are comely, as they take their place in the pictures of memory. The river-bank, the weed at the water-side, the old house, the foolish person, however neglected in the passing, have a grace in the past. Even the corpse that has lain in the chambers has added a solemn ornament to the house. The soul will not know either deformity or pain. If, in the hours of clear reason, we should speak the severest truth, we should say, that we had never made a sacrifice. In these hours the mind seems so great, that nothing can be taken from us that seems much. All loss, all pain, is particular; the universe remains to the heart unhurt. Neither vexations nor calamities abate our trust. No man ever stated his griefs as lightly as he might. Allow for exaggeration in the most patient and sorely ridden hack that ever was driven. For it is only the finite that has wrought and suffered; the infinite lies stretched in smiling repose.

The intellectual life may be kept clean and healthful, if man will live the life of nature, and not import into his mind difficulties which are none of his. No man need be perplexed in his speculations. Let him do and say what strictly belongs to him, and, though very ignorant of books, his nature shall not yield him any intellectual obstructions and doubts. Our young people are diseased with the theological problems of original sin, origin of evil, predestination, and the like. These never presented a practical difficulty to any man, never darkened across any man's road, who did not go out of his way to seek them. These are the soul's mumps, and measles, and whooping-coughs, and those who have not caught them cannot describe their health or prescribe the cure. A simple mind will not know these enemies. It is quite another thing that he should be able to give account of his faith, and expound to another the theory of his self-union and freedom. This requires rare gifts. Yet, without this self-knowledge, there may be a sylvan strength and integrity in that which he is. "A few strong instincts and a few plain rules" suffice us.

#### **D. Vocabulary Practice. Geo-political Names. International Relations.**

*D1. Do the following exercises.*

*a. Explain the differences between the two names in each of the following pairs. Try to keep in mind the terms and to use them in your own compositions.*

1. England and Great Britain
2. Great Britain and the United Kingdom
3. Great Britain and the British Isles
4. Europe and Continental Europe
5. America and North America
6. America and the United States of America
7. South America and Latin America
8. The Middle East and the Far East
9. India and the Indian Subcontinent
10. The Arctic and the Antarctic
11. Australia and Australasia
12. South Africa and Southern Africa

*b. Explain the difference between the two adjectives in each of the following pairs. Make sentences with them:*

1. Arab and Arabic
2. Scottish and Scotch
3. Oriental and Occidental
4. Eastern and Western
5. European and American
6. Christian and Arab

*c. Match each country on the left with the name on the right by which it is also known.*

- |                            |                    |
|----------------------------|--------------------|
| a. Holland                 | 1. Eire            |
| b. Iran                    | 2. The Netherlands |
| c. Myanmar                 | 3. Ulster          |
| d. Sri Lanka               | 4. Persia          |
| e. The Republic of Ireland | 5. Ceylon          |
| f. Northern Ireland        | 6. Burma           |

*D2. Do the following exercises:*

*a. Which countries are referred to by the following expressions? Bear in mind these expressions and use them in your own texts.*

1. The European Union countries
2. The British Commonwealth
3. The NATO countries
4. The Gulf States
5. The Third World
6. The ASEAN States

*b. Which countries are sometimes referred to by the following colloquial expressions? Bear in mind these expressions and use them in your own texts.*

1. The States
2. Down Under
3. The Land of the Rising Sun
4. The Emerald Isle
5. The Albion
6. The Kingdom

*c. For each country below give i. the adjective; ii. the word describing the person who comes from that country (example: Poland, Polish, a Pole):*

China, Wales, Pakistan, Peru, Thailand, Scotland, Turkey, Philippines, Sweden, New Zealand, Denmark, Holland, England, Iraq, Finland, Belgium, Ireland, Bangladesh, Portugal, France, Bulgaria, the Czech Republic, Hungary.

*D3. Put each of the following words and phrases in its correct place in the passages below. Bear in mind these expressions and use them in your own texts.*

*a. The required words are the following:*

summit meeting, news conference, breakdown, preliminary, leader, settle, item, hold, spokesperson, agenda.

The American President and the Russian ..... have announced their intention to ..... a ..... in Vienna next month. The two countries have already had ..... talks and decided on an ..... for the meeting. The main ..... will be a discussion about the nuclear arms situation. At a ..... held in Washington yesterday a government ..... told journalists that the unfortunate ..... of last year's talks between the two countries had been caused by disagreements over arms. He said that the Vienna meeting would be a chance for the two nations to ..... their differences.

*b. The required words are the following:*

diplomatic relations, in protest at, ambassadors, resume, split, links, embassies, break off.

Neighbouring countries A and B had always had very good, close relations, but in 1999, owing to a disagreement over the exact location of the border between them, a ..... began to develop. Finally, in 2001, ..... military activity by country B near the border, country A announced its intention to ..... with country B. Both countries withdrew their ..... and the ..... in the two countries were closed down. It is hoped that a solution will be found and that it will be possible to ..... normal trade, cultural and diplomatic ..... as soon as possible.

*D4. Complete the following texts about war and peacemaking with the correct words. Bear in mind these expressions and use them in your own texts.*

*a. The required words are the following:*

deteriorate, aggression, mobilise, outbreak, hostile acts, forces, declare war, ultimatum, clashes, retaliate.

For years there were border ..... between troops of country X and those of country Z. Then ..... from X attacked a village in Z. Z accused X of ..... and began to ..... in red lines for possible war. X warned Z: "If you carry out ..... against us, we will .....". But there was more fighting on the border and the situation had begun to ..... X delivered an ..... to Z. "If you do not promise to respect our borders, we will .....". Finally came the ..... of war.

*b. The required words are the following:*

withdraw, get involved, intermediary, intervene, targets, ceasefire, neutral, civilian, peace treaty, peace-keeping force.

After months of fighting, during which a ..... as well as military ..... were bombed, country X asked country Y, which had remained ..... during the hostilities, to act as an ....., but Y decided not to ..... X then asked the United Nations to ..... The United Nations managed to arrange a ..... and stationed a multi-national ..... between the two opposing armies. After weeks of talks, the two countries finally signed a ..... and the UN troops were able to .....



## **XIII. NORTH AND SOUTH**

### **A. Teamwork in Project Management.**

When building and accomplishing a collective project, it is vital that the people should know each other, understand each other's needs and skills, be sympathetic to each other, behave like a unit. Communication within the team and with the environment (top management, other organisations) is essential for the success of the set of proposed activities. If people work together and share information, half of the work has been done.

*A1. Read and comment upon the following theories about teamwork. Think of ways of applying them to your own projects.*

#### **a. Introduction**

Groups and teams are common features of an organisational scene. These include meetings, committees and people gathered for one reason or another. The group possesses attributes distinctly different from those of the component individuals and its features are unique. It is a common belief that what a group is capable of achieving, its constituent individuals are not. Maybe it is for this reason that groups and teams and their constituent members make an organisation be a combination of interlocking and interactive systems working towards the achievement of compatible goals, rather than a collection of individuals performing different activities and satisfying solely their individual needs. The very term "group" implies some form of common activity, some form of mutual collaboration, although such expressions like "group thinking" and "committee" raise doubts about the value of groups.

#### **b. What is a group?**

The terms "group" and "team" have been used fairly extensively, often without any attempt being made to define what has been meant by these terms.

When we examine the specialised literature, it becomes obvious that group theorists have given different emphasis to group definitions. Some stress the individual motivation for the "formation" of a group; some define the group as that which is perceived by its constituent members; and there are those who believe that the accomplishment and development of group roles and norms as a "consequence" of group processes is of greater importance. Others believe that the defining characteristics of a group need to be in terms of the "interactions and interdependence" of its members.

#### **c. Some definitions**

- *A group means two or more persons who interact with one another so that each person influences and is influenced by each other person.*
- *A human group is a set of persons amongst whom there exists a definable or observable set of relations*
- *A group is a set of mutually interdependent behavioural systems that not only affect each other but respond to exterior influences as well.*

In short, the notion of a group may seem less mysterious if it is imagined to be composed, firstly, of a set of persons, and secondly, of a collection of interdependent persons.

#### d. **Types of groups**

*Formal groups*: these are created by design, by formal authority. Formal groups are normally permanent, in that they exist and are seen to exist within the structure of an organisation. A task group or a project team may be set to achieve specific activities.

*Informal groups*: these groups, as the term implies, have not been created by design. They may be formed for a variety of reasons, including chance or personal preference.

*Primary groups*: these consist of a small number of people who perform a common task and have regular personal interactions with each other. Such groups greatly influence the individual members' psychological development.

*Secondary groups*: unlike the primary groups, these consist of a large number of people who do not have the opportunity to have much social interaction with each other.

#### e. **Types of interaction in a group**

- *Task-Oriented Behaviour*: concerned with achieving the tasks or objectives of the group. For example, solving a problem.
- *Maintenance-Oriented Behaviour*: maintains the morale and harmony of the group and creates an atmosphere and climate conducive to worthwhile contributions.
- *Self-Oriented Behaviour*: aims at achieving personal or individual goals within the group situation. It is motivated by the individuals' need for power or to build alliances, status and prestige, or to protect his/her or her self-concept and image perceived by others.

#### f. **Major purposes for using groups**

1. *For the distribution of work*. To bring together a set of skills, talents, responsibilities and allocate to them their particular duties.
2. *For the management and control of the work*. To allow work to be organised and controlled by the appropriate individuals with the responsibility for a certain range of work.
3. *For problem-solving and decision making*. To bring together a set of skills, talents and responsibilities so that the solution to any problem should have all available capacities applied to it.
4. *For information processing*. To pass on decisions or information to those who need to know.
5. *For information and idea collection*. To gather ideas, information or suggestions.
6. *For testing and ratifying decisions*. To test the validity of a decision taken outside a group or to ratify such a decision.
7. *For co-ordination and control*. To co-ordinate problems and tasks between functions or divisions.
8. *For increased commitment and involvement*. To allow and encourage individuals to get involved in the plans and activities of the organisation.
9. *For negotiation or conflict resolution*. To resolve a dispute or argument between divisions.
10. *For inquest or inquiry into the past*.

#### g. **Development of a group to a team**

All groups go through various stages of development, and the effectiveness is the product of how the team has managed to cope with the problems it faces. Team development is concerned with the interactions between individual members to form a cohesive integrated unit. It is suggested that developing into an integrated and self-supporting team will involve the following broad strategies:

- Assisting the team members to become acquainted
- Helping members to offer feedback. Helping members to establish criteria
- Encouraging members to take part in the running, development and maintenance of the relationships amongst its members.



#### **h. *Developing teams for projects***

Nowadays, most middle-sized and large firms, projects and almost all institutions, are run by small management teams. Each member is holding a position of responsibility and through his or her efforts contributes to the effectiveness of the team.

The shift in power and authority away from one individual and towards a team, amongst many things, is thought to protect the organisation against corruption and the problem of indispensability of its leadership. Team management has become the stable alternative, a means of viewing a business and/or a project effectively so long as the right combination of the people can be found. Here we deal with two related aspects of team management:

- Effective team development
- Team building in project management

#### **1. *Effective team development***

It is true that a perfect team requires the combination of right individuals with a selection of desired abilities and characteristics. However, it is unrealistic to expect that, by simply placing a number of skilled professional individuals in a group, they should be expected to perform as a team. For teams to perform effectively, it requires time; time for team members to get acquainted with each other, to assess each other's strengths and weaknesses and to reflect whether they can identify themselves with the values, beliefs, attitudes and general style of their colleagues and of the whole group.

One of the areas of research critical for developing effective teams is how a disparate group develops into an effective working team. Specialists say that there are four distinct stages in the development from a group of individuals to a more cohesive unit. These are:

- *Forming*. At this stage the individual members need to know about one another. Naturally they are somewhat inhibited. Their behavioural pattern is likely to be polite and impersonal, guarded in disclosing personal or work-oriented information. The persons test each other's personalities, professional capabilities and degree of commitment to the group.
- *Storming*. Once the group members have gain confidence and started working on the tasks they have, a certain amount of fighting is likely to occur. Leadership of the group is the one which is most likely to induce fighting amongst the members. Competition for leadership often leads to a split between the members and conflict emerges. The overall feeling is that of demotivation.
- *Norming*. How long the storming stage lasts is dependant upon the quality of the group's leadership and on whether the group members have decided to go on with the tasks they have received. Afterwards, the norms of behaviour and professional practice begin to be established. The inter-personal barriers begin to disappear.
- *Performing*. Once in stage four, the group becomes more cohesive. It has a recognised leader, and it is good for him to have counselling and listening skills. A greater professional closeness begins to occur. As a result of using each other's strengths and talents to a greater degree, the team becomes more resourceful and flexible in its approach to problem solving and performance.

The survival of a team depends on many factors: the degree of integration of its members; preserving the direction, mission, objectiveness, purpose and skills required in carrying out the task.

*How to assist in the process of team growth and development:*

- encourage people of different professional backgrounds to become team members where relevant;
- ensure that the team adopt a positive attitude towards the tasks by giving it enough freedom to make decisions;
- there should be only one accountability line within the team;
- a team should be relatively small to allow inter-personal understanding and cohesion;
- attention needs to be focused on the differing demands of individuals;
- the team should operate as a multi-disciplinary unit.

## 2. Team building

Project managers quickly learn the critical significance of the effective project teams and the role of team building activities in facilitating performance. Teams have become indispensable parts of the projects because:

- specialists need to be integrated in the tasks;
- more organisational members need to be involved in the completion of specific tasks;
- increasing task complexity means that people need to work together and increase creativity.

*Major barriers to project team development:*

- differing outlooks, priorities, interests and judgements of team members;
- conflicts between team members;
- project objectives/outcomes not clear;
- dynamic project environment;
- competition for team leadership;
- lack of team definition and structure;
- low credibility of project leader;
- lack of team members' commitment;
- communication problems;
- lack of senior management support.

*Questions to be answered:*

- Which are the objectives of the project?
- Who will be involved and why?
- Which is the importance of the project?
- Which is the role of each member in the project?
- Which are the standards of performance?
- Which are the rewards to be given?
- Which are the rules to be followed?
- How realistic is the project?
- How good is the decision making process?
- What challenges will the project encounter?
- How important is that the people work together?

*A2. Conceive a research project to be applicable at your faculty. Make a table and mention in it all the necessary positions, the requirements for each job, objectives, tasks and required skills of each person, ways of assessing and gratifications.*

*A3. Conceive a development project to be applicable at your office. Make a table and mention in it all the necessary positions, the requirements for each job, objectives, tasks and required skills of each person, ways of assessing and gratifications.*

*A4. Write an essay about ways of improving communication within a team.*

## B. The Adverb

*B1. Read and bear in mind the following theories about adverbs. Remember especially the various classes of adverbs and the distinction between the adjective and the adverb in English.*

**a. Definition.** The adverb is the part of speech which determines or characterises a verb, an adjective or another adverb.

Examples: We'll have some tennis *this afternoon*.

Her school report is *highly satisfactory*.

He speaks English *very well*.

### b. The distinction between the adjective and the adverb.

i. **the adjective** accompanies the following parts of speech:

- *the noun (adjective + noun)*: a nice girl;
- *a copulative verb (verb + adjective)*: she is nice.

ii. **the adverb** accompanies the following parts of speech:

- *the adjective or adverb (adverb + adjective/adverb)*: entirely nice;
- *a normal verb (verb + adverb)*: she speaks nicely.

### c. The classification of adverbs.

i. **according to form:**

- *simple adverbs* (late, fast, hard, well, enough);
- *derived adverbs* (along, asleep, perfectly, lately, weekly);
- *compound adverbs* (however, outside, sometimes, thereinto, nowhere);
- *adverbs formed from more than a word* (after all, at all, at large, at least, at present, by all means, by the way, for long, in fact, in full, in general, in vain, not at all, of course, to be sure, upside down, here and there, now and then, to and fro, up and down etc.);
- *adverbial constructions*.

Examples: *On seeing the notice*, I went in.

She wrote *to ask for advice*.

He came in *out of the rain*.

Come and sit *close to me*.

ii. **according to meaning:**

- *adverbs of time*: some used between the subject and the simple verb or between the first and the second form of the verb, at compound predicates (always, ever, never, often, rarely, seldom, usually, just, recently, already etc.); some used at the end of the sentence (ago, daily, lately, yet, today, tomorrow, a week ago, this month, in a week etc.);

Examples: I have never seen such a beautiful sight.

I was in Spain years ago.

- *adverbs of manner* (badly, certainly, easily, fast, kindly, slowly, somehow, thus, unusually, well etc.);

Examples: I shall certainly visit you soon.

She speaks English very well.

Somehow he succeeded to conquer her heart.

He drives fast.

- *adverbs of place* (above, before, behind, between, downstairs, near, there, in, out, inside, outside, over, without, eastwards, where, wherever, anywhere, everywhere, nowhere, somewhere etc.);  
Examples: We have the living-room downstairs.  
Wherever he went, he thought of her.
- *adverbs of cause, reason or result* (consequently, hence, for that, for that reason, on purpose, so, so that, that is why, therefore etc.);  
Examples: I read the book, that is why I can talk about it.  
He was so scared that he couldn't say a word.
- *concessive adverbs* (however, still, yet etc.);  
Examples: She hurt him; still, he loved her.  
However difficult it seemed, he continued his work.
- *adverbs of frequency and repetition* (once, twice, three times, firstly, secondly, lastly, again, alone etc.);  
Examples: I saw her once or twice this year.  
I won't bother you again.
- *interrogative adverbs* (how, when, where, why etc.).  
Examples: How much do you ask for this?  
Where are you going?

**d. The adverbs of manner** can be sub-classified in:

- *adverbs of quality* (badly, excellently, kindly, nicely, perfectly, well etc.);  
Examples: He took the news badly.  
He spoke English excellently.
- *adverbs of amount or degree* (about, almost, completely, enough, entirely, exceedingly, extremely, hardly, mostly, nearly, quite, rather, sufficiently etc.);  
Examples: I was completely astonished.  
Hardly had I known him that he started to be inquisitive.
- *adverbs of affirmation* (yes, indeed, doubtlessly, undoubtedly, certainly, truly), probability (maybe, perhaps, possibly, probably) or negation (no, never, hardly, scarcely);  
Examples: I shall certainly be there at the agreed hour.  
Perhaps we can continue the discussion some other time.  
I hardly know who you are, sir.
- *intensive adverbs* (also, especially, even, quite, really, simply, surely, too etc.);  
Examples: He owes me money, too.  
Especially when I feel bad I don't like to be bothered.
- *restrictive adverbs* (only, but, just etc.);  
Examples: I talked to him, just that he didn't understand the situation.  
Only when he arrived there he realised that nobody was home.
- *explanatory adverbs* (as, namely, such as, that is etc.);  
Example: The teacher selected the best students in the class, namely John and I.
- *exclamatory adverbs* (how!, what! etc);  
Example: So what!
- *introductory adverbs* (accordingly, consequently, however, therefore, at any rate, in any case, of course etc.).  
Example: Of course you will come tomorrow!

**e. The formation of adverbs.**

- the suffix **-ly** added to nouns or adjectives: friendly, timely, completely, equally; if the noun or adjective ends in *consonant + y*, **y** will become **i** at the adverb (day – daily, merry – merrily); if the adjective ends in **l**, it will also receive the **l** from the suffix (beautifully, faithfully); usually the adjectives ended in **e** preserve it before **-ly** (completely, purely); only the adjectives ended in **le** lose e before **-ly** (probable – probably, simple – simply);
- the adverbs can be formed by adding other prefixes or suffixes to various parts of speech:
  - ❑ **-long** (headlong, sidelong);
  - ❑ **-wards** (outwards, westwards);
  - ❑ **-way(s)** (straightway, sideways);
  - ❑ **-wise** (lengthwise, likewise);
  - ❑ **-s** (needs, nowadays);
  - ❑ **a-** (afoot, aflame);
  - ❑ **to-** (today, together).
- compound adverbs:
  - ❑ **adjective + noun** (meantime, midday);
  - ❑ **adjective + adverb** (everywhere, anywhere);
  - ❑ **preposition + adverb** (within);
  - ❑ **adverb + noun** (outside);
  - ❑ **adverb + adverb** (hereabout, throughout);
  - ❑ **preposition + noun** (indeed, offhand);
  - ❑ **adverb + preposition** (hereby, hereof, therefrom, thereupon).

**f. The position of the adverbs.**

- generally, the adverb precedes the adjective, adverb or verb it determines;
- *enough* is placed after the adjective, adverb or verb;
- the adverbs of place and manner are situated after the verb, the direct or indirect object;
- the adverbs of time stay at the end of the sentence, between the subject and the simple predicate or between the two verbal forms of a compound predicate.

**g. Special categories of adverbs.**

- **adverbs having the same form as the corresponding adjectives**: early, far, fast, ill, long, straight (an early bus – they came early);
- **adverbs having the same form as the corresponding nouns**: home, east, south-west, north (a nice home – he went home);
- **adverbs with two forms**:
  - ❑ **hard** (difficult) / **hardly** (scarcely, barely);  
Examples: He works hard.  
I'm hardly waiting to see you!
  - ❑ **last** (in the end) / **lastly** (finally);  
Examples: He came last.  
You have come lastly!
  - ❑ **late** (opposite to early) / **lately** (in the last period);  
Examples: He works until late.  
I haven't seen him lately.
  - ❑ **near** (next to) / **nearly** (approximately);  
Examples: He lives near me.  
He has nearly forgot me.
  - ❑ **fair** (correct) / **fairly** (good enough); the same with **just** / **justly**, **right** / **rightly**;  
Examples: He always plays fair.  
Your work is fairly good.

- ❑ *high* (up) / *highly* (very);  
Examples: The plane was flying high.  
It was highly interesting.
- **adverbs which have more than one meaning:**
  - ❑ *directly* (direct, exact, imediat);  
Examples: He went directly home.  
The school is directly opposite.  
I'm coming directly.
  - ❑ *fairly* (corect, destul de);  
Examples: He treated me fairly.  
My work is fairly good.
  - ❑ *just* (chiar, tocmai, numai);  
Examples: Just here, just by the door.  
It is just the book I want.  
Just once, just a little.
  - ❑ *just now* (în acest moment, adineauri);  
Examples: In England prices are going up just now.  
I saw her just now.
  - ❑ *too* (de asemenea, prea, pe deasupra).  
Examples: He too had joined the football team.  
She is too busy to come.  
He was very active for an old man, and for a sick one, too.
- *before* is used as an adverb indicating time, while *in front of* is used as an adverb indicating place  
Examples: I haven't seen him before.  
There was a tree in front of the house.
- *besides* is an adverb meaning "in surplus to", while *beside* is a preposition meaning "near, next to"  
Examples: Besides John, nobody else came.  
Come and sit beside me!
- both *still* and *yet* mean "încă", but *still* expresses duration, while *yet* refers to a certain moment  
Examples: I am still hungry.  
You have five minutes yet.
- *no sooner ... than*. *No sooner* is followed by *than* or *when*, not by *that*.  
Example: No sooner had I started talking than I realised that no one was listening.
- *very* is used before adjectives, much accompanies the adverbs or verbs.  
Examples: She is very celebrated.  
They were much surprised at the news.

B2. Do the following exercises:

a. Form adverbs from the following adjectives:

abrupt, anxious, attentive, comfortable, early, equal, fast, fatal, friendly, glad, good, hard, humble, immediate, kind, late, poor, proud, silly, steady, sudden, terrible, wrong.

b. Complete the following sentences by choosing one of the words in brackets:

1. My sister plays the piano (good, well). 2. The boy is very (careful, carefully). 3. These girls speak English (fluent, fluently). 4. They looked at us (amazing, amazingly). 5. I don't know why they

looked (unhappy, unhappily). 6. The music sounded too (noisy, noisily). 7. My brother feels (bad, badly). 8. The doctor felt my arm (careful, carefully). 9. Mark was working (diligent, diligently) at the project. 10. The tourist remained (calm, calmly) in spite of the thunderstorm.

*c. Fill in the blanks with **hard** or **hardly**.*

1. She was so tired that she could ..... speak. 2. They tried ..... but they didn't succeed. 3. At the end of the trip she had ..... any money. 4. How could you lend him such a valuable book when you ..... knew him. 5. If you want to pass such a difficult exam, you will have to work .....

*B3. Do the following exercises:*

*a. Fill in the blanks with **ago**, **for** or **since**.*

1. We last met Angela two months ..... 2. She hasn't written to us ..... she went to New York. 3. This teacher has been in our school ..... five years. 4. My aunt has lived in Cardiff ..... 1985. 5. Mr. Smith bought a new car three days ..... 6. The Romanian principalities have been united ..... 1859. 7. We sent granny a parcel four days ..... 8. She hasn't seen him ..... ages. 9. You stayed in this hotel three weeks ..... 10. He remained silent ..... a long while.

*b. Put the following adverbs in the right position:*

1. I have seen that statue (never). 2. The boy is very active after meals (often). 3. I learn many new English words in our English class (usually). 4. Does the foreman eat lunch with the other workers? (ever) 5. The captain checks the position of the ship (every two hours). 6. Mother enters the kitchen (several times a day). 7. Susan buys a new dress (every month). 8. I go to the mountains (every other week). 9. Were you ready for breakfast by 8 o'clock? (already) 10. Your friend goes swimming (every Saturday).

*c. Put the following words in order:*

1. (four languages, Andrew, now, fluently, speaks) 2. (a new car, next year, they, are buying) 3. (he, never, enough, has worked, for his exams) 4. (very heavily, last Friday, in Aberdeen, it rained) 5. (for a while, often, walk, in the park, we) 6. (start school, most children, in the morning, in Romania, at 8 o'clock) 7. (a holiday, in Italy, they, last year, had) 8. (very much, the play, have enjoyed, this evening, I) 9. (spoke, the manager, very angrily, in the office, to us, yesterday) 10. (very hard, his father, last week, worked, in the garden)

*B4. Translate into English:*

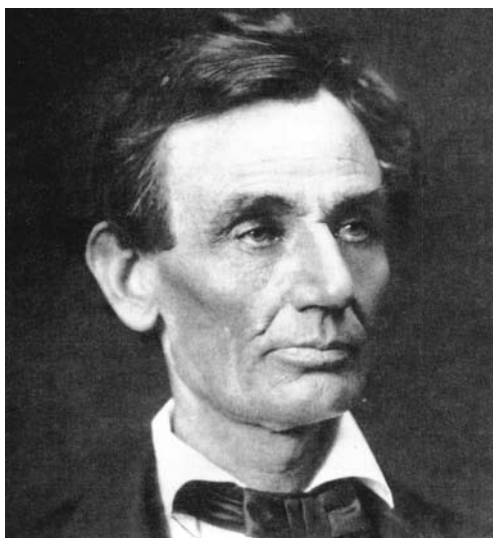
a. 1. Deși era o furtună teribilă, pilotul a reușit să aterizeze cu bine. 2. Nicăieri în altă parte nu veți găsi atâta înțelegere. 3. Mașina noastră mergea tot mai repede, așa că în cele din urmă i-am ajuns. 4. Abia am ajuns la cabană că a și început să plouă. 5. Niciodată nu-i prea târziu să-ți cer scuze pentru că ai făcut o greșală. 6. Am fost foarte surprins să văd că ea ne vorbește prietenos. 7. Nu i-am văzut pe copii de ieri dimineață. 8. Musafirii nu au sosit încă, dar sunt sigur că vor veni în curând. 9. Aproape că nu am timp să trec pe la prietenii mei. 10. Ceaiul este prea fierbinte ca să-l beau repede.

b. "Cărarea pe care apucase Agripina era cea mai scurtă dar și cea mai anevoioasă. Trebuia un om zdravăn, ca să poată să răzbească pieptul muntelui, nu o muiere cu un copil în poală și cu alți doi trași după ea. Chiar Păun Ozun se urca rar pe aici, pentru că era o cărare cumplită, care scotea

sufletul din om, pas cu pas, după zvârliturile Iablanicioarei, mai mult o scară de bolovani și de rădăcini, decât o potecă. Agripina suia din greu, cu pieptul tot atât de smăcinat ca și șuvoiul de alături, ajutând pe Măriuca și pe Vlad și ferind pe Păunaș, din poală, ca să nu-i izbească de pietre ori de crengi. Ar fi fost cuminte să se abată în dreapta ori în stânga și să se ascundă în pădurea care stăpânea pretutindeni, deopotrivă de întunecos. (*La vulturi*, Gala Galaction)

C. After 1850, Americans were migrating westward by the thousands, and as long as slaveholders could carry their human property into federally controlled territories, Northern resentment would increase. Slaves constantly tried to seek freedom in the North, and the stronger federal Fugitive Slave Act did not guarantee their capture and return. Abolitionists intensified propaganda and soon the war started. In this period, a man who came from a poor family, had educated himself and succeeded to gain social recognition step by step appeared on the political scene: Abraham Lincoln. He was the promoter of the war and the artisan of the reconstruction. He died tragically, without seeing America, in which he trusted, a great nation again.

*C1. Read, translate and comment upon the following text about the life of Abraham Lincoln. Think about the situation in which the Founding Fathers ruled the country and the context of Lincoln's governing.*



*Portrait of Abraham Lincoln, done by Alexander Hesler on 3<sup>rd</sup> June 1860.*

Abraham Lincoln (1809-1865), the sixteenth president of the United States of America, entered office at a critical period in US history, just before the Civil War, and died from an assassin's bullet at the war's end, but before the greater implications of the conflict could be resolved. He brought to the office personal integrity, intelligence and humanity, plus the wholesome characteristics of his frontier upbringing. He was self-educated, culturally unsophisticated and lacking in administrative skills. Although relatively unknown when elected president, he proved to be a skilled politician. He was above all firm in his convictions and dedicated to the preservation of the Union.

Lincoln was perhaps the most esteemed and maligned of the American presidents. Generally admired and loved by the public, he was attacked on a partisan basis as the man responsible for and in the middle of every major issue facing the nation during his administration. Once regarded

as the "Great Emancipator" for his forward strides in freeing the slaves, he was criticised a century later, when the Civil Rights Movement gained momentum, for his caution in moving towards equal rights. If he is judged in the historical context, however, it can be seen that he was far in advance of most liberal opinion. His claim to greatness endures.

The future president was born in the most modest of circumstances in a log cabin near Hodgenville, on 12<sup>th</sup> February 1809. His entire childhood and youth were spent on the brink of poverty, as his pioneering family made repeated fresh starts in the West. Opportunities for education and cultural activities were few. His parents, set up a farm in Knob Creek, in a region of fertile land surrounded by crags and bluffs. Like most frontier children, Abraham performed chores at an early age, but occasionally he attended classes in a log schoolhouse two miles from home.

Abraham was seven years old when, in December 1816, the Lincolns struck out North-westward and settled near Pigeon Creek. The region was gloomy, with few settlers, and wild animals prowled in the forest. In an autobiography that Abraham Lincoln composed in 1860, he said of himself:



“Abraham, though very young, was large of his age, and had an axe put into his hands at once; and from that till within his twenty-third year, he was almost constantly handling that most useful instrument – less, of course, in plowing and harvesting seasons”.

During the fourteen years the Lincolns lived in Indiana, the region became more thickly settled. But conditions remained primitive and farming was backbreaking work. Superstitions were prevalent; social functions consisted of such utilitarian amusements as corn shuckings, house raisings and hog killings; and religion was dogmatic and emotional. Abe, growing tall and strong, won a reputation as the best local athlete and a rollicking storyteller. But his father kept him busy at hard labour, hiring him out to neighbours when work at home slackened. Abe’s meager education had aroused his desire to learn, and he travelled over the countryside to borrow books. Among those he read were *Robinson Crusoe*, *Pilgrim’s Progress*, Aesop’s *Fables*, William Grimshaw’s *History of the United States*, and Mason Weems’ *Life of Washington*. The Bible was probably the only book his family owned.

At the age of twenty Abraham Lincoln moved to New Orleans. There he encountered a manner of living wholly unknown to him. Lincoln settled in the little village of New Salem on the Sangamon River, a flourishing area, where he gained the admiration of the reputable people of the community. He became a member of the debating society, studied grammar with the aid of a local schoolmaster, and acquired a lasting fondness for the writings of Shakespeare and Robert Burns from the village philosopher and fisherman.

When an Indian disturbance, known as the Black Hawk War, broke out in April 1832, in Illinois, Lincoln enlisted and was elected captain of his volunteer company. When his term expired, he re-enlisted, serving about 80 days in all. He experienced some hardships, but no fighting.

Returning to New Salem, Lincoln sought election to the state legislature. He won almost all the votes in his own community, but lost the election because he was not known throughout the county. In 1834, Lincoln was elected to the Illinois House of Representatives, and he was re-elected in 1836, 1838, and 1840. Political alignments were in a state of flux during his first two candidacies, but as the Whig and Democratic parties began to take form, he followed his political idol, Henry Clay, and John T. Stuart, a Springfield lawyer and friend, into the Whig ranks. Twice Lincoln was his party’s candidate for speaker, and when defeated, he served as its floor leader.

When certain resolutions denouncing antislavery agitation were passed by the house, Lincoln and a colleague, Dan Stone, defined their position by a written declaration that slavery was “founded on both injustice and bad policy, but that the promulgation of abolition doctrines tends rather to increase than abate its evils”.

His friend Stuart had encouraged him to study law, and he obtained a license in 1836. In April 1837, Lincoln moved to Springfield. With the courts in Springfield in session only a few weeks during the year, lawyers were obliged to travel the circuit in order to make a living. Every year, in spring and autumn, Lincoln followed the judge from county to county on the Eighth Circuit. In 1841 he and Stuart dissolved their firm, and Lincoln formed a new partnership with Stephen T. Logan, who taught him the value of careful preparation and clear, succinct reasoning as opposed to mere cleverness and oratory. This partnership was in turn dissolved in 1844, when Lincoln took young William H. Herndon, later to be his biographer, as a partner.

Having attained a position of leadership in state politics and worked strenuously for the Whig ticket in the presidential election of 1840, Lincoln aspired to go to Congress. But two other prominent young Whigs of his district, Edward D. Baker of Springfield and John J. Hardin of Jacksonville, also coveted this distinction. So Lincoln stepped aside temporarily, first for Hardin, then for Baker, under a sort of understanding that they would “take a turn about”. When Lincoln’s turn came in 1846, however, Hardin wished to serve again, so Lincoln was obliged to maneuver skillfully to obtain the nomination and he won.

Lincoln worked conscientiously as a freshman congressman, but was unable to gain distinction. Both from conviction and party expediency, he went along with the Whig leaders in blaming the

Polk administration for bringing on war with Mexico, though he always voted for appropriations to sustain it. His opposition to the war was unpopular in his district, however. When the annexations of territory from Mexico brought up the question of the status of slavery in the new lands, Lincoln voted for the Wilmot Proviso and other measures designed to confine the institution to the states where it already existed.

In the campaign of 1848, Lincoln laboured strenuously for the nomination and election of Zachary Taylor. He served on the Whig National Committee, attended the national convention at Philadelphia, and made campaign speeches. With the Whig national ticket victorious, he hoped to share with Baker the control of federal patronage in his home state. The juiciest plum that had been promised to Illinois was the position of commissioner of the General Land Office in Washington. After trying vainly to reconcile two rival candidates for this office, Lincoln strived to obtain it for himself. But he had little influence with the new administration. The most that it would offer him was the governorship or secretaryship of the Oregon Territory. Neither job appealed to him, and he returned to Springfield thoroughly disheartened.

Lincoln was losing interest in politics, but two years later an event occurred that roused him, he declared, as never before. The status of slavery in the national territories, which had been virtually settled by the Missouri Compromise of 1820 and the Compromise of 1850, now came to the fore. In 1854, Stephen A. Douglas, who was a Democratic leader in the Senate, brought about the repeal of a section of the Missouri Compromise that had prohibited slavery in the Louisiana Purchase north of the line of 36 degrees; Douglas substituted for it a provision that the people in the territories of Kansas and Nebraska could admit or exclude slavery as they chose. The congressional campaign of 1854 found Lincoln speaking on behalf of the antislavery cause, with a new authority gained from self-imposed intellectual discipline.

The Kansas-Nebraska Act so disrupted old party lines that when the Illinois legislature met to elect a US senator, it was obvious that the Anti-Nebraska group drawn from both parties had the votes to win, if the antislavery Whigs and antislavery Democrats could unite on a candidate. However, the Whigs backed Lincoln, and the Democrats supported Lyman Trumbull. As their stubbornness threatened to result in the election of a proslavery Democrat, Lincoln instructed his own backers to vote for Trumbull, thus assuring the latter's election.

With old party lines sundered, the antislavery factions in the North gradually coalesced to form a new party, which took the name Republican. As the presidential campaign of 1856 approached, he cast his lot with the new party. In the national convention, which nominated John C. Frémont for president, Lincoln received 110 ballots for the vice-presidential nomination, which went eventually to William L. Dayton of New Jersey.

With Senator Douglas running for re-election in 1858, Lincoln was recognised in Illinois as the strongest man to oppose him. He opened his campaign with the famous declaration: "A house divided against itself cannot stand. I believe this government cannot endure permanently *half slave* and *half free*". Lincoln challenged Douglas to a series of seven joint debates, and these became the most spectacular feature of the campaign. Douglas refused to take a position on the rightfulness or wrongfulness of slavery. Lincoln insisted that slavery was primarily a moral issue and offered as his solution a return to the principles of the Founding Fathers, which tolerated slavery where it existed but looked to its ultimate extinction by preventing its spread. The Republicans polled the larger number of votes in the election, but an outdated apportionment of seats in the legislature permitted Douglas to win the senatorship.

Friends began to urge Lincoln to run for president. On 27<sup>th</sup> February 1860, in New York City, he delivered an address on the need for restricting slavery that put him in the forefront of Republican leadership. The Illinois Republican convention, meeting in Decatur, instructed the state's delegates to the national convention to vote as a unit for him. A split in the Democratic party, which resulted in the nomination of Douglas by one faction and of John C. Breckinridge by the other, made Lincoln's election a certainty.

In 1861, Lincoln left Springfield to take up his duties as president. Before him lay, as he recognised, “a task ... greater than that which rested upon Washington”. The seven states of the lower South had seceded from the Union and Southern delegates meeting in Montgomery, Alabama, had formed a separate government. Jefferson Davis was inaugurated as President of the Confederate States of America. Lincoln found the national government incapable of meeting the crisis. The national treasury was near bankruptcy; the civil service was riddled with secessionists; and the minuscule armed forces were being weakened by defection of officers to the South. Few American presidents have assumed office under greater handicaps. He was almost unknown. Even the leaders of the Republican party had little acquaintance with the new President.

Almost at the outset, Lincoln demonstrated that he was a poor administrator. Accustomed, as his law partner William H. Herndon said, to filing legal papers in his top hat, Lincoln conducted the administration of the national government in the same fashion. Selecting for his cabinet spokesmen of the diverse elements that constituted the Republican party, he surrounded himself with men of such conflicting views that he could not rely on them to work together. Cabinet sessions rarely dealt with serious issues. Usually, Lincoln permitted cabinet officers free rein in running their departments.

Nor was Lincoln an effective leader of his party in the Congress, where after secession the Republicans had overwhelming majorities. Long a Whig, vigilant against executive “usurpation”, he earnestly felt that as president he ought not to exert even “indirect influence to affect the action of Congress”. In consequence there was poor rapport between Capitol Hill and the White House. Even those measures that the President earnestly advocated were weakened or defeated by members of his own party. But on important issues relating to the conduct of the war and the restoration of the Union, Lincoln followed his own counsel, ignoring the opinions of Congress.

More than counterbalancing these deficiencies, however, were Lincoln’s strengths. Foremost was his unflinching dedication to the preservation of the Union. Convinced that the United States was more than an ordinary nation, that it was a proving ground for the idea of democratic government, Lincoln felt that he was leading a struggle to preserve “the last, best hope of earth”. Because of that dedication, the American people, in time, gave Lincoln a loyalty that proved to be another of his great assets. Making himself accessible to all people who went to the White House, Lincoln learned what ordinary citizens felt about their government. In turn, his availability helped create in the popular mind the stereotype of “Honest Abe”, the people’s president. Another of Lincoln’s assets was the fact that he was a genius at the game of politics. He astutely managed the patronage at his disposal, distributing favours so as to bind local politicians to his administration and to undermine potential rivals for the presidency. He understood the value of secrecy in politics and refrained from creating divisive issues or causing confrontations. He was extraordinarily flexible and pragmatic in the means to restore the Union. “My policy”, he frequently said, “is to have no policy”.

In 1861, Lincoln’s weaknesses were more evident than his strengths. Immediately after his inauguration he faced a crisis over Fort Sumter in the Charleston harbour. Informed that the troops would have to be supplied or withdrawn, the inexperienced President anxiously explored solutions. Lincoln concluded that he would send supplies to Sumter and let the Confederates decide whether to fire on the flag of the Union. Informed of the approach of the federal supply fleet, Confederate authorities at Charleston during the early hours of 12<sup>th</sup> April decided to bombard the fort. Thus, the Civil War began.

Because Congress was not in session, Lincoln moved swiftly to mobilise the Union by executive order. His requisition to the states for 75,000 volunteers precipitated the secession of Virginia, North Carolina, Tennessee, and Arkansas. In order to restore order, Lincoln directed that the privilege of the writ of habeas corpus be suspended, so that known secessionists and persons suspected of disloyalty could be held without trial. At the same time the President, without congressional authorisation – and thus in direct violation of the Constitution – ordered an increase in the size of the regular Army and Navy.

When the 37<sup>th</sup> Congress assembled in special session on 4<sup>th</sup> July 1861, it was thus confronted with a *fait accompli*. The President, acting in his capacity as commander in chief, had put himself at the head of the whole Union war effort, arrogating to himself greater powers than those claimed by any previous American president. His enemies termed him a dictator and a tyrant. In fact, his power was limited, partly by his own instincts, partly by the knowledge that his actions would be judged in four years at the polls, and chiefly by the inadequacy of the federal bureaucracy. Nevertheless, the role of Congress was sharply defined: it could appropriate money to support the war, it could initiate legislation on issues not related to the war, it could debate questions relating to the conflict. But direction of the Union war effort was to remain firmly in Lincoln's hands.

The first responsibility of the President was the successful prosecution of the war against the Confederate States. During the early months of the conflict the War Department was headed by Simon Cameron, and corruption and inefficiency were rife. Not until January 1862, when Lincoln replaced Cameron with the imperious but efficient Edwin M. Stanton, was some semblance of order brought to the procurement of supplies for the federal armies.

Even more difficult was the task of finding capable general officers. At first the President gave supreme command of the Union forces to Winfield Scott. After the Confederate victory at the first battle of Bull Run (21<sup>st</sup> July 1861), Lincoln increasingly entrusted power to George B. McClellan, a brilliant organiser and administrator. But McClellan's caution led Lincoln to look elsewhere for military advice. Borrowing "a large number of strategical works" from the Library of Congress, he attempted to direct the overall conduct of the war. Not until the emergence of Ulysses S. Grant, hero of Vicksburg and Chattanooga, did Lincoln find a general to whom he could entrust overall direction of the war. Even then, the President kept a close eye on military operations.

Strongly opposing to slavery, Lincoln made a sharp distinction between his personal views and his public responsibilities. Any move against slavery, Lincoln feared, would deepen secession. As sentiment for emancipation mounted, Lincoln was careful to keep complete control of the problem in his own hands. He sharply overruled premature efforts by two of his military commanders, Frémont in Missouri and David Hunter in the Sea Islands off the coast of South Carolina, to declare slaves in their military theatres free. At the same time, the President urged the border states to accept a programme of gradual emancipation, with federal compensation. Then, in 1862, he issued his preliminary proclamation, announcing that after 100 days all slaves in states still in rebellion would be forever free. This was followed, in due course, by the definitive Emancipation Proclamation of 1<sup>st</sup> January 1863. Because the proclamation exempted slavery in the border states and in all Confederate territory already under the control of Union armies and because Lincoln was not certain that his action would be sustained by the Supreme Court, he strongly urged Congress to adopt the thirteen Amendment, forever abolishing slavery throughout the country. Congressional action on this measure was completed in January 1865. Lincoln considered the amendment "the complete consummation of his own work, the emancipation proclamation".

Throughout the war Lincoln was the subject of frequent, and often vitriolic, attacks, both from the Democrats who thought he was proceeding too drastically against slavery and from the Radicals in his own party, men like Charles Sumner, Benjamin F. Wade, and Zachariah Chandler, who considered him slow and ineffective. Partisan newspapers abused the President as "a slangwhanging stump speaker", a "half-witted usurper", a "mole-eyed" monster with "soul of leather".

A minority president in 1861, Lincoln lost further support in the congressional elections of 1862, when Democrats took control of the crucial states of New York, Pennsylvania, Ohio, Indiana, and Illinois. As the 1864 election approached, it was clear that Lincoln would face opposition for re-election. Lincoln's Republican critics hoped they could summon a new national convention, which would replace the President with a more Radical candidate, while Democratic opposition in 1864 to Lincoln's re-election also appeared to be formidable, for people were tired of the endless war and disinclined to fight for the liberty of black men. But the war at last began to favour the Union cause. By the summer of 1864, Grant had forced Lee back into the defences of Richmond and Petersburg.

In the West, Sherman's advancing army captured. At the same time, Admiral Farragut's naval forces closed the key Confederate port of Mobile. When the ballots were cast in November, the results reflected both these Union triumphs and the rift among the opposition.

From the start of the Civil War, Lincoln was deeply concerned about the terms under which the Southern states, once subdued, should be restored to the Union. He had no fixed plan for reconstruction. At the outset, he would have welcomed a simple decision on the part of any Southern state government to rescind its ordinance of secession and return its delegation to Congress. By 1863, however, to this war aim of union he added that of liberty, for he now insisted that emancipation of the slaves was a necessary condition for restoration. By the end of the war he was beginning to add a third condition, equality, for he realised that minimal guarantees of civil rights for blacks were essential.

As to means by which to achieve these goals, Lincoln was also flexible. When Union armies advanced into the South, he appointed military governors for the states that were conquered. Most notable of these was the military governor of Tennessee, Andrew Johnson, who became Lincoln's running mate in 1864. In December 1863, Lincoln enunciated a comprehensive reconstruction program, pledging pardon and amnesty to Confederates who were prepared to swear loyalty to the Union and promising to turn back control of local governments to the civil authorities in the South when as few as 10% of the 1860 voting population participated in the elections. Governments operating under this 10% plan were set up in Louisiana and Arkansas and soon were petitioning for readmission to Congress.

Inevitably Lincoln's program ran into opposition, both because it represented a gigantic expansion of presidential powers and because it appeared not to give adequate guarantees to the freedmen. Defeating an attempt to seat the senators from the new government in Arkansas, Radical Republicans in Congress in July 1864 set forth their own terms for restoration in the far harsher Wade-Davis Bill. When Lincoln pocket-vetoed this measure, declaring that he was "unprepared to be inflexibly committed to any single plan of reconstruction", Radicals accused him of "dictatorial usurpation".

The stage was set for further conflict over reconstruction when Congress reassembled in December 1864, just after Lincoln's re-election. Assisted by the Democrats, the Radicals forced Lincoln's supporters to drop the bill to readmit Louisiana. Lincoln was deeply saddened by the defeat. "Concede that the new government of Louisiana is only to what it should be as the egg is to the fowl", he said, "shall we sooner have the fowl by hatching the egg than by smashing it?" On 11<sup>th</sup> April 1865, in his last public address, the President defended his reconstruction policy.

Three days later, the President was shot by the actor John Wilkes Booth while attending a performance at Ford's Theatre in Washington. He died at 7:22 the following morning, 15<sup>th</sup> April 1865.

*C2. Read, translate and comment upon the following speeches of Abraham Lincoln. Discuss the way in which he addresses, with simplicity and vigour. Write an essay of your own, comparing the political and psychological profiles of two American presidents. Insist on resemblances and differences.*

*a. Lincoln's First Inaugural Address, 1861*

Fellow-citizens of the United States: In compliance with a custom as old as the Government itself, I appear before you to address you briefly, and to take in your presence the oath prescribed by the Constitution of the United States to be taken by the President "before he enters on the execution of his office".

I do not consider it necessary at present for me to discuss those matters of administration about which there is no special anxiety or excitement.

Apprehension seems to exist among the people of the Southern States that by the accession of a Republican Administration their property and their peace and personal security are to be endangered. There has never been any reasonable cause for such apprehension. Indeed, the most ample evidence to the contrary has all the while existed and been open to their inspection. It is found in nearly all the published speeches of him who now addresses you. I do but quote from one of those speeches when I declare that "I have no purpose, directly or indirectly, to interfere with the institution of slavery in the States where it exists. I believe I have no lawful right to do so, and I have no inclination to do so". Those who nominated and elected me did so with full knowledge that I had made this and many similar declarations, and had never recanted them. And, more than this, they placed in the platform for my acceptance, and as a law to themselves and to me, the clear and emphatic resolution which I now read:

"Resolved, that the maintenance inviolate of the rights of the States, and especially the right of each State to order and control its own domestic institutions according to its own judgment exclusively, is essential to that balance of power on which the perfection and endurance of our political fabric depend, and we denounce the lawless invasion by armed force of the soil of any State or Territory, no matter under what pretext, as among the gravest of crimes".

I now reiterate these sentiments; and, in doing so, I only press upon the public attention the most conclusive evidence of which the case is susceptible, that the property, peace, and security of no section are to be in any wise endangered by the now incoming Administration. I add, too, that all the protection which, consistently with the Constitution and the laws, can be given, will be cheerfully given to all the States when lawfully demanded, for whatever cause—as cheerfully to one section, as to another.

There is much controversy about the delivering up of fugitives from service or labor. The clause I now read is as plainly written in the Constitution as any other of its provisions:

"No person held to service or labor in one State, under the laws thereof, escaping into another, shall in consequence of any law or regulation therein be discharged from such service or labor, but shall be delivered up on claim of the party to whom such service or labor may be due".

It is scarcely questioned that this provision was intended by those who made it for the reclaiming of what we call fugitive slaves; and the intention of the lawgiver is the law. All Members of Congress swear their support to the whole Constitution – to this provision as much as to any other. To the proposition, then, that slaves whose cases come within the terms of this clause, "shall be delivered up", their oaths are unanimous. Now, if they would make the effort in good temper, could they not with nearly equal unanimity frame and pass a law by means of which to keep good that unanimous oath?

There is some difference of opinion whether this clause should be enforced by national or by State authority; but surely that difference is not a very material one. If the slave is to be surrendered, it can be of but little consequence to him, or to others, by which authority it is done. And should any one, in any case, be content that his oath shall go unkept, on a merely unsubstantial controversy as to how it shall be kept?

Again, in any law upon this subject, ought not all the safeguards of liberty known in civilized and humane jurisprudence to be introduced so that a free man be not, in any case, surrendered as a slave? And might it not be well at the same time to provide by law for the enforcement of that clause in the Constitution which guarantees that "the citizen of each State shall be entitled to all privileges and immunities of citizens in the several States"?

I take the official oath to-day with no mental reservations and with no purpose to construe the Constitution or laws by any hypercritical rules. And while I do not choose now to specify particular acts of Congress as proper to be enforced, I do suggest that it will be much safer for all, both in official and private stations, to conform to and abide by all those acts which stand unrepealed, than to violate any of them trusting to find impunity in having them held to be unconstitutional.

It is seventy-two years since the first inauguration of a President under our National Constitution. During that period fifteen different and greatly distinguished citizens have, in succession, administered the Executive branch of the Government. They have conducted it through many perils, and generally with great success. Yet, with all this scope of precedent, I now enter upon the same task for the brief constitutional term of four years under great and peculiar difficulty. A disruption of the Federal Union, heretofore only menaced, is now formidably attempted.

I hold that, in contemplation of universal law and of the Constitution, the Union of these States is perpetual. Perpetuity is implied, if not expressed, in the fundamental law of all national governments. It is safe to assert that no government proper ever had a provision in its organic law for its own termination. Continue to execute all the express provisions of our National Constitution, and the Union will endure forever—it being impossible to destroy it except by some action not provided for in the instrument itself.

Again, if the United States be not a Government proper, but an association of States in the nature of contract merely, can it, as a contract, be peaceably unmade by less than all the parties who made it? One party to a contract may violate it—break it, so to speak, but does it not require all to lawfully rescind it?

Descending from these general principles, we find the proposition that, in legal contemplation, the Union is perpetual, confirmed by the history of the Union itself. The Union is much older than the Constitution. It was formed, in fact, by the Articles of Association in 1774. It was matured and continued by the Declaration of Independence in 1776. It was further matured, and the faith of all the then thirteen States expressly plighted and engaged that it should be perpetual, by the Articles of Confederation in 1778. And, finally, in 1787, one of the declared objects for ordaining and establishing the Constitution was, “to form a more perfect Union”. But if the destruction of the Union by one, or by a part only, of the States be lawfully possible, the Union is less perfect than before the Constitution, having lost the vital element of perpetuity.

It follows from these views that no State, upon its own mere motion, can lawfully get out of the Union; that resolves and ordinances to that effect are legally void; and that acts of violence, within any State or States, against the authority of the United States, are insurrectionary or revolutionary, according to circumstances.

I therefore consider that, in view of the Constitution and the laws, the Union is unbroken; and to the extent of my ability I shall take care, as the Constitution itself expressly enjoins upon me, that the laws of the Union be faithfully executed in all of the States. Doing this I deem to be only a simple duty on my part; and I shall perform it, so far as practicable, unless my rightful masters, the American people, shall withhold the requisite means, or in some authoritative manner direct the contrary. I trust this will not be regarded as a menace, but only as the declared purpose of the Union that it will constitutionally defend and maintain itself.

In doing this there needs to be no bloodshed or violence; and there shall be none, unless it be forced upon the national authority. The power confided to me will be used to hold, occupy, and possess the property and places belonging to the Government, and to collect the duties and imposts; but beyond what may be necessary for these objects, there will be no invasion, no using of force against or among the people anywhere. Where hostility to the United States, in any interior locality, shall be so great and universal as to prevent competent resident citizens from holding the Federal offices, there will be no attempt to force obnoxious strangers among the people for that object. While the strict legal right may exist in the Government to enforce the exercise of these offices, the attempt to do so would be so irritating, and so nearly impracticable withal, that I deem it better to forego for the time the uses of such offices.

The mails, unless repelled, will continue to be furnished in all parts of the Union. So far as possible, the people everywhere shall have that sense of perfect security which is most favorable to calm thought and reflection. The course here indicated will be followed unless current events and experience shall show a modification or change to be proper, and in every case and exigency my

best discretion will be exercised according to circumstances actually existing, and with a view and a hope of a peaceful solution of the national troubles, and the restoration of fraternal sympathies and affections.

That there are persons in one section or another who seek to destroy the Union at all events, and are glad of any pretext to do it, I will neither affirm nor deny; but if there be such, I need address no word to them. To those, however, who really love the Union may I not speak?

Before entering upon so grave a matter as the destruction of our national fabric, with all its benefits, its memories, and its hopes, would it not be wise to ascertain precisely why we do it? Will you hazard so desperate a step while there is any possibility that any portion of the ills you fly from have no real existence? Will you, while the certain ills you fly to are greater than all the real ones you fly from—will you risk the commission of so fearful a mistake?

All profess to be content in the Union, if all constitutional rights can be maintained. Is it true, then, that any right, plainly written in the Constitution, has been denied? I think not. Happily the human mind is so constituted, that no party can reach to the audacity of doing this. Think, if you can, of a single instance in which a plainly written provision of the Constitution has ever been denied. If by the mere force of numbers a majority should deprive a minority in any clearly written constitutional right, it might, in a moral point of view, justify revolution—certainly would if such a right were a vital one. But such is not our case. All the vital rights of minorities and of individuals are so plainly assured to them by affirmations and negations, guaranties and prohibitions, in the Constitution, that controversies never arise concerning them. But no organic law can ever be framed with a provision specifically applicable to every question which may occur in practical administration. No foresight can anticipate, nor any document of reasonable length contain, express provisions for all possible questions. Shall fugitives from labor be surrendered by national or by State authority? The Constitution does not expressly say. May Congress prohibit slavery in the Territories? The Constitution does not expressly say. Must Congress protect slavery in the Territories? The Constitution does not expressly say.

From questions of this class spring all our constitutional controversies, and we divide upon them into majorities and minorities. If the minority will not acquiesce, the majority must, or the Government must cease. There is no other alternative; for continuing the Government is acquiescence on one side or the other.

If a minority in such case will secede rather than acquiesce, they make a precedent which in turn will divide and ruin them; for a minority of their own will secede from them whenever a majority refuses to be controlled by such minority. For instance, why may not any portion of a new confederacy a year or two hence arbitrarily secede again, precisely as portions of the present Union now claim to secede from it? All who cherish disunion sentiments are now being educated to the exact temper of doing this.

Is there such perfect identity of interests among the States to compose a new Union as to produce harmony only, and prevent renewed secession?

Plainly, the central idea of secession is the essence of anarchy. A majority held in restraint by constitutional checks and limitations, and always changing easily with deliberate changes of popular opinions and sentiments, is the only true sovereign of a free people. Whoever rejects it does, of necessity, fly to anarchy or to despotism. Unanimity is impossible; the rule of a minority, as a permanent arrangement, is wholly inadmissible; so that, rejecting the majority principle, anarchy or despotism in some form is all that is left.

I do not forget the position, assumed by some, that constitutional questions are to be decided by the Supreme Court; nor do I deny that such decisions must be binding, in any case, upon the parties to a suit, as to the object of that suit, while they are also entitled to very high respect and consideration in all parallel cases by all other departments of the Government. And while it is obviously possible that such decision may be erroneous in any given case, still the evil effect following it, being limited to that particular case, with the chance that it may be overruled and never become a



precedent for other cases, can better be borne than could the evils of a different practice. At the same time, the candid citizen must confess that if the policy of the Government, upon vital questions affecting the whole people, is to be irrevocably fixed by decisions of the Supreme Court, the instant they are made, in ordinary litigation between parties in personal actions, the people will have ceased to be their own rulers, having to that extent practically resigned their government into the hands of that eminent tribunal. Nor is there in this view any assault upon the court or the judges. It is a duty from which they may not shrink to decide cases properly brought before them, and it is no fault of theirs if others seek to turn their decisions to political purposes.

One section of our country believes slavery is right, and ought to be extended, while the other believes it is wrong, and ought not to be extended. This is the only substantial dispute. The fugitive-slave clause of the Constitution, and the law for the suppression of the foreign slave trade, are each as well enforced, perhaps, as any law can ever be in a community where the moral sense of the people imperfectly supports the law itself. The great body of the people abide by the dry legal obligation in both cases, and a few break over in each. This, I think, cannot be perfectly cured; and it would be worse in both cases after the separation of the sections, than before. The foreign slave trade, now imperfectly suppressed, would be ultimately revived without restriction, in one section; while fugitive slaves, now only partially surrendered, would not be surrendered at all by the other.

Physically speaking, we cannot separate. We cannot remove our respective sections from each other, nor build an impassable wall between them. A husband and wife may be divorced, and go out of the presence and beyond the reach of each other; but the different parts of our country cannot do this. They cannot but remain face to face, and intercourse, either amicable or hostile, must continue between them. Is it possible, then, to make that intercourse more advantageous or more satisfactory after separation than before? Can aliens make treaties easier than friends can make laws? Can treaties be more faithfully enforced between aliens than laws can among friends? Suppose you go to war, you cannot fight always; and when, after much loss on both sides, and no gain on either, you cease fighting, the identical old questions as to terms of intercourse are again upon you.

This country, with its institutions, belongs to the people who inhabit it. Whenever they shall grow weary of the existing Government, they can exercise their constitutional right of amending it, or their revolutionary right to dismember or overthrow it. I cannot be ignorant of the fact that many worthy and patriotic citizens are desirous of having the National Constitution amended. While I make no recommendation of amendments, I fully recognize the rightful authority of the people over the whole subject, to be exercised in either of the modes prescribed in the instrument itself; and I should, under existing circumstances, favor rather than oppose, a fair opportunity being afforded the people to act upon it. I will venture to add that to me the convention mode seems preferable, in that it allows amendments to originate with the people themselves, instead of only permitting them to take or reject propositions originated by others, not especially chosen for the purpose, and which might not be precisely such as they would wish to either accept or refuse. I understand a proposed amendment to the Constitution – which amendment, however, I have not seen – has passed Congress, to the effect that the Federal Government shall never interfere with the domestic institutions of the States, including that of persons held to service. To avoid misconstruction of what I have said, I depart from my purpose, not to speak of particular amendments, so far as to say that, holding such a provision to now be implied constitutional law, I have no objection to its being made express and irrevocable.

The Chief Magistrate derives all his authority from the people, and they have conferred none upon him to fix terms for the separation of the States. The people themselves can do this also if they choose; but the Executive, as such, has nothing to do with it. His duty is to administer the present Government, as it came to his hands, and to transmit it, unimpaired by him, to his successor.

Why should there not be a patient confidence in the ultimate justice of the people? Is there any better or equal hope in the world? In our present differences is either party without faith of being in the right? If the Almighty Ruler of Nations, with his eternal truth and justice, be on your side of the

North, or on yours of the South, that truth and that justice will surely prevail by the judgment of this great tribunal of the American people.

By the frame of the Government under which we live, this same people have wisely given their public servants but little power for mischief; and have, with equal wisdom, provided for the return of that little, to their own hands at very short intervals. While the people retain their virtue and vigilance, no administration, by any extreme of wickedness or folly, can very seriously injure the government in the short space of four years.

My countrymen, one and all, think calmly and well upon this whole subject. Nothing valuable can be lost by taking time. If there be an object to hurry any of you in hot haste to a step which you would never take deliberately, that object will be frustrated by taking time; but no good object can be frustrated by it. Such of you as are now dissatisfied, still have the old Constitution unimpaired, and, on the sensitive point, the laws of your own framing under it; while the new Administration will have no immediate power, if it would, to change either. If it were admitted that you who are dissatisfied hold the right side in the dispute, there still is no single good reason for precipitate action. Intelligence, patriotism, Christianity, and a firm reliance on Him who has never yet forsaken this favored land are still competent to adjust, in the best way, all our present difficulty.

In your hands, my dissatisfied fellow-countrymen, and not in mine, is the momentous issue of civil war. The Government will not assail you. You can have no conflict without being yourselves the aggressors. You have no oath registered in Heaven to destroy the Government, while I shall have the most solemn one to “preserve, protect, and defend it”.

I am loth to close. We are not enemies, but friends. We must not be enemies. Though passion may have strained, it must not break our bonds of affection. The mystic chords of memory, stretching from every battle-field and patriot grave to every living heart and hearthstone all over this broad land, will yet swell the chorus of the Union, when again touched, as surely they will be, by the better angels of our nature.

*b. Lincoln's Gettysburg Address, 1863*

Fourscore and seven years ago our fathers brought forth on this continent a new nation, conceived in liberty and dedicated to the proposition that all men are created equal.

Now we are engaged in a great civil war, testing whether that nation or any nation so conceived and so dedicated can long endure. We are met on a great battle field of that war. We have come to dedicate a portion of that field, as a final resting place for those who here gave their lives that that nation might live. It is altogether fitting and proper that we should do this.

But, in a larger sense, we can not dedicate – we can not consecrate – we can not hallow – this ground. The brave men living and dead, who struggled here, have consecrated it, far above our poor power to add or detract. The world will little note, nor long remember, what we say here, but it will never forget what they did here. It is for this the living, rather, to be dedicated here to the unfinished work which they who fought here have thus far so nobly advanced. It is rather for us to be dedicated to the great task remaining before us – that from those honored dead we take increased devotion to that cause for which they gave the last full measure of devotion – that we here highly resolve that these dead shall not have died in vain – that this nation, under God, shall have a new birth of freedom – and that government of the people, by the people, for the people, shall not perish from the earth.

*c. Proclamation on the Wade-Davis Bill, 8<sup>th</sup> July 1864*

Whereas, at the late Session, Congress passed a Bill, “To guarantee to certain States, whose governments have been usurped or overthrown, a republican form of Government”, a copy of which is hereunto annexed.

And whereas, the said Bill was presented to the President of the United States, for his approval, less than one hour before the *sine die* adjournment of said Session, and was not signed by him.

And whereas, the said Bill contains, among other things, a plan for restoring the States in rebellion to their proper practical relation in the Union, which plan expresses the sense of Congress upon that subject, and which plan it is now thought fit to lay before the people for their consideration.

Now, therefore, I, Abraham Lincoln, President of the United States, do proclaim, declare, and make known, that, while I am, (as I was in December last, when by proclamation I propounded a plan for restoration) unprepared, by a formal approval of this Bill, to be inflexibly committed to any single plan of restoration; and, while I am also unprepared to declare, that the free-state constitutions and governments, already adopted and installed in Arkansas and Louisiana, shall be set aside and held for nought, thereby repelling and discouraging the loyal citizens who have set up the same, as to further effort; or to declare a constitutional competency in Congress to abolish slavery in States, but am at the same time sincerely hoping and expecting that a constitutional amendment, abolishing slavery throughout the nation, may be adopted, nevertheless, I am fully satisfied with the system for restoration contained in the Bill, as one very proper plan for the loyal people of any State choosing to adopt it; and that I am, and at all times shall be, prepared to give the Executive aid and assistance to any such people, so soon as the military resistance to the United States shall have been suppressed in any such State, and the people thereof shall have sufficiently returned to their obedience to the Constitution and the laws of the United States, in which cases, military Governors will be appointed, with directions to proceed according to the Bill.

*d. Last speech of 11<sup>th</sup> April 1865*

By these recent successes the re-inauguration of the national authority – reconstruction – which has had a large share of thought from the first, is pressed much more closely upon our attention. It is fraught with great difficulty. Unlike the case of a war between independent nations, there is no authorized organ for us to treat with. No one man has authority to give up the rebellion for any other man. We simply must begin with, and mould from, disorganized and discordant elements. Nor is it a small additional embarrassment that we, the loyal people, differ among ourselves as to the mode, manner, and means of reconstruction.

As a general rule, I abstain from reading the reports of attacks upon myself, wishing not to be provoked by that to which I can not properly offer an answer. In spite of this precaution, however, it comes to my knowledge that I am much censured for some supposed agency in setting up, and seeking to sustain, the new State Government of Louisiana. In this I have done just so much as, and no more than, the public knows. In the Annual Message of December 1863 and accompanying Proclamation, I presented a plan of re-construction (as the phrase goes) which, I promised, if adopted by any State, should be acceptable to, and sustained by, the Executive government of the nation. I distinctly stated that this was not the only plan which might possibly be acceptable; and I also distinctly protested that the Executive claimed no right to say when, or whether members should be admitted to seats in Congress from such States. This plan was, in advance, submitted to the then Cabinet, and distinctly approved by every member of It. [...] The Message went to Congress, and I received many commendations of the plan, written and verbal; and not a single objection to it, from any professed emancipationist, came to my knowledge, until after the news reached Washington that the people of Louisiana had begun to move in accordance with it.

I have been shown a letter on this subject, supposed to be an able one, in which the writer expresses regret that my mind has not seemed to be definitely fixed on the question whether the seceded States, so called, are in the Union or out of it. It would perhaps, add astonishment to his regret, were he to learn that since I have found professed Union men endeavoring to make that question, I have *purposely* forborne any public expression upon it. As appears to me that question has not been, not

yet is, a practically material one, and that any discussion of it, while it thus remains practically immaterial, could have no effect other than the mischievous one of dividing our friends. As yet, whatever it may hereafter become, that question is bad, as the basis of a controversy, and good for nothing at all—a merely pernicious abstraction.

We all agree that the seceded States, so called, are out of their proper practical relation with the Union; and that the sole object of the government, civil and military, in regard to those States is to again get them into that proper practical relation. I believe it is not only possible, but in fact, easier, to do this, without deciding, or even considering, whether these states have even been out of the Union, than with it. Finding themselves safely at home, it would be utterly immaterial whether they had ever been abroad. Let us all join in doing the acts necessary to restoring the proper practical relations between these states and the Union; and each forever after, innocently indulge his own opinion whether, in doing the acts, he brought the States from without, into the Union, or only gave them proper assistance, they never having been out of it.

And yet so great peculiarities pertain to each state; and such important and sudden changes occur in the same state; and, withal, so new and unprecedented is the whole case, that no exclusive, and inflexible plan can safely be prescribed as to details and collaterals. Such exclusive, and inflexible plan, would surely become a new entanglement. Important principles may, and must, be inflexible.

*C3. After Lincoln's death, the American started the Reconstruction of the country, striving to reunite north and south. Read, translate and discuss the ideas and consequences of the **Report of the Joint Committee on Reconstruction**, issued in 1866:*

A claim for the immediate admission of senators and representatives from the so-called Confederate States has been urged, which seems to your committee not to be founded either in reason or in law, and which cannot be passed without comment. Stated in a few words, it amounts to this: That inasmuch as the lately insurgent States had no legal right to separate themselves from the Union, they still retain their positions as States, and consequently the people thereof have a right to immediate representation in Congress without the imposition of any conditions whatever. [...] It has even been contended that until such admission all legislation affecting their interests is, if not unconstitutional, at least unjustifiable and oppressive. [...]

It must not be forgotten that the people of these States, without justification or excuse, rose in insurrection against the United States. They deliberately abolished their State governments so far as the same connected them politically with the Union. [...] They opened hostilities and levied war against the government. They continued this war for four years with the most determined and malignant spirit. [...] Whether legally and constitutionally or not, they did, in fact, withdraw from the Union and made themselves subjects of another government of their own creation. And they only yielded when they were compelled by utter exhaustion to lay down their arms [...] expressing no regret, except that they had no longer the power to continue the desperate struggle.

It cannot, we think, be denied by any one, having tolerable acquaintance with public law, that the war thus waged was a civil war of the greatest magnitude. The people waging it were necessarily subject to all the rule which, by the law of nations, control a contest of that character, and to all the legitimate consequences following it. One of those consequences was that, within the limits prescribed by humanity, the conquered rebels were at the mercy of the conquerors. That a government thus outraged had a most perfect right to exact indemnity for the injuries done, and security against the recurrence of such outrages in the future, would seem too clear for dispute.

Your committee came to the consideration of the subject referred to them with the most anxious desire ascertain what was the condition of the people of the States recently in insurrection, and what, if anything, was necessary to be done before restoring them to the full enjoyment of all their original privileges. It was undeniable that the war into which they had plunged the country had materially changed their relations to the people of the loyal States. Slavery had been abolished by

constitutional amendment. A large proportion of the population had become, instead of mere chattels, free men and citizens. Through all the past struggle these had remained true and loyal, and had, in large numbers, fought on the side of the Union. It was impossible to abandon them, without securing them their rights as free men and citizens. [...] Hence it became important to inquire what could be done to secure their rights, civil and political. It was evident to your committee that adequate security could only be found in appropriate constitutional provisions. By an original provision of the Constitution, representation is based on the whole number of free persons in each State, and three-fifths of all other persons. When all become free, representation for all necessarily follows. As a consequence the inevitable effect of the rebellion would be to increase the political power of the insurrectionary States, whenever they should be allowed to resume their position as States of the Union. [...] It did not seem just or proper that all the political advantages derived from their becoming free should be confined to their former masters, who had fought against the Union, and withheld from themselves, who had always been loyal. [...] Doubts were entertained whether Congress had power, even under the amended Constitution, to prescribe the qualifications of voters in a State, or could act directly on the subject. It was doubtful [...] whether the States would consent to surrender a power they had always exercised, and to which they were attached. As the best if not the only method of surmounting the difficulty, and as eminently just and proper in itself, your committee came to the conclusion that political power should be possessed in all the States exactly in proportion as the right of suffrage should be granted, without distinction of color or race. This it was thought would leave the whole question with the people of each State, holding out to all the advantage of increased political power as an inducement to allow all to participate in its exercise. Such a provision would be in its nature gentle and persuasive, and would lead, it was hoped, at no distant day, to an equal participation of all, without distinction, in all the rights and privileges of citizenship, thus affording a full and adequate protection to all classes of citizens, since all would have, through the ballot-box, the power of self-protection. [...]

With such evidence before them, it is the opinion of your committee:

I. That the States lately in rebellion were, at the close of the war, disorganized communities, without civil government, and without constitutions or other forms, by virtue of which political relations could legally exist between them and the federal government.

II. That Congress cannot be expected to recognize as valid the election of representatives from disorganized communities, which, from the very nature of the case, were unable to present their claim to representation under those established and recognized rules, the observance of which has been hitherto required.

III. That Congress would not be justified in admitting such communities to a participation in the government of the country without first providing such constitutional or other guarantees as will tend to secure the civil rights of all citizens of the republic; a just equality of representation; protection against claims founded in rebellion and crime; a temporary restoration of the right of suffrage to those who had not actively participated in the efforts to destroy the Union and overthrow the government, and the exclusion from positions of public trust of, at least, a portion of those whose crimes have proved them to be enemies to the Union, and unworthy of public confidence.”

*C4. Write an essay explaining the ways in which the American nation succeeded to surpass the civil war.*

#### **D. Vocabulary Practice. Punctuation Marks and Printing.**

*D1. Make sentences using each of the following items:*

apostrophe, capital letter, inverted comas, question mark, exclamation mark, small letter, subheading, underlining, semicolon, abbreviation, heading, bracket, stroke, paragraph, dash, full stop, colon, coma, asterisk, hyphen, italics.

*D2. Re-write the following jokes so that they should comprise all the necessary punctuation marks:*

1. a foreign diplomat came in upon lincoln while he was blacking his shoes; what mr. president you black your own shoes; yes lincoln answered whose do you black
2. a terrified citizen assured the police lieutenant that he has been struck in the dark outside his back door by an unknown assailant a cop was sent to the scene he returned in no time with a big bump on his forehead and a sad look on his face; i solved the case he reported quick work complemented the lieutenant how did you do it the cop explained i stepped on the rake too

*D3. Re-write the following text adapted after one of Mark Twain's stories so that it should comprise all the necessary punctuation marks:*

one winter evening a country store keeper in the green mountain state was about closing up for the night and while standing in the snow outside putting up the window shutters saw through the glass a fellow within grab a pound of fresh butter from the shelf and conceal it in his hat  
 i say seth said the store keeper coming in and stamping the snow off his feet  
 seth had his hand on the door his hat on the head and the roll of butter in his hat anxious to make his exit as soon as possible  
 i say seth sit down i reckon now on such a cold night as this a little something warm would not hurt a fellow  
 seth felt very uncertain he had the butter and was exceedingly anxious to be off but the temptation of something warm sadly interfered with his resolution to go  
 seth was in such a manner cornered in by the boxes and barrels that while the grocer stood before him there was no possibility of getting out  
 seth well have a little warm santa cruz said the green mountain grocer so he opened the stove door and stuffed in as many sticks as the place would admit without it you would freeze going out on such a night as this  
 seth already felt the butter settling down close to his hair and he jumped up declaring he must go  
 not till you have something warm seth come i ve got a story to tell you  
 and seth was again rushed into his seat by his cunning tormentor  
 oh its hot here said the thief attempting to rise  
 sit down dont be in such a hurry but i ve got the cows to feed and the wood to split i must be going  
 but you mustnt tear yourself away in such a manner sit down and keep yourself easy said the grocer with a wicked leer  
 the next thing he did was to produce two smoking glasses of hot drink the very sight of which in seths present situation would have made the hair stand erect upon his head had it not been oiled and kept down by the butter  
 streak after streak of butter came pouring from under his hat and his handkerchief was already soaked with the greasy overflow  
 talking away as if nothing was the matter the grocer kept stuffing wood into the stove  
 cold night this said the grocer why seth you seem to perspire as if you were warm why dont you take your hat off  
 no exclaimed poor seth i must go let me out  
 a greasy cataract was now pouring down the poor mans face and neck and pouring into his clothes and trickling down his body into his boots so that he was in a perfect bath of oil  
 well good night seth said the humorous vendor if you will go and adding as he started out of the door i say seth i reckon the fun i have had out of you is worth nine pence so i shant charge you for that pound of butter in your hat

*D4. Write a composition about a funny situation you have passed through recently, using as many punctuation marks and printing items as you can.*

## **XIV. REVISION**

### **A. Project Management.**

1. Write about the management of time, the management of people and the management of other resources.
2. Write about what is necessary for accomplishing successful project marketing.
3. Describe the lifecycle of the project.
4. Describe the stage of identification, analysis and formulation.
5. Describe the stage of implementation, monitoring and reporting.
6. Think of a project of the institution in which you work and accomplish a Feasibility Study.
7. Comment the skills necessary for a project manager.
8. Accomplish a logframe of one of your research projects.
9. Organise the above mentioned project according to goals, objectives, environment, resources and sources and make an action plan.
10. Discuss the importance of a team in a project.

### **B. Grammar.**

*B1. Read and translate the following text, then do the exercises below:*

The Harvard Business School is the ark of the tabernacle in management education. Many school more or less ape the HBS, especially its “case study” method of instruction – though mulling over out-of-date business anecdotes is about as helpful in actual management as waging war by tramping over old battlefields. The specific management element in these mind-bending studies is hard to isolate. Although managers should be numerate (and many are not), they don’t require skills in higher algebra; and many great businesses have been created by men who all but count on their fingers.

A story tells of two schoolboy friends, one brilliant at maths, one innumerate to the point of idiocy, who meet much later when the first is a professor and the second a multi-millionaire. Unable to control his curiosity, the professor asks the figure-blind dunderhead how he managed to amass his fortune. “It’s simple”, replies Midas. “I buy things at £1 and sell them for £2, and from that 1% difference I make a living”. The business world is full of successful one-percenters who live, not by their slide rules, but by knowing the difference between a buying price and a selling price. It is also full of clever fools who work out elaborate discounted cash flow sums to justify projects that a one-percenter would laugh out of sight.

The clever fool syndrome would explain why one controversial study of HBS students found that, after a flying start, the alumni (presumably among the ablest young men of their day) gradually slipped back to the general level inside their chosen management hierarchies. An HBS graduate has no reason at all to suppose that he will manage more effectively than a less instructed contemporary. The HBS man can only claim that he is more highly educated: and high education and high achievement in practical affairs don’t necessarily go together. John F. Kennedy found that assembling America’s brightest brains in Washington neither got bills through Congress nor avoided the Bay of Pigs; and many companies have discovered that business school diplomas are a thin defense against incompetence. (*The Naked Manager* by Robert Heller)

a. *Re-write these sentences making any necessary changes:*

1. It is hard to isolate the specific management element in these mind-bending studies.  
The specific .....
2. The professor isn't able to control his curiosity, so he asks the figure blind dunderhead how he managed to amass his fortune.  
Unable .....

b. *Supply a/an, the or the zero article in this paragraph, then refer to the text. Give reasons for each choice.*

1. ...Harvard Business School is
2. ... ark of the tabernacle
3. in ... management education
4. ... many schools more or less ape the HBS
5. especially its "case study" method of ... instruction – though
6. mulling over ... out-of-date business anecdotes is about as helpful
7. in ... actual management as waging war
8. by tramping over ... old battlefields
9. ... specific management element in these mind-bending studies is
10. hard to isolate. Although ... managers should be numerate
11. (and many are not), they don't require ... skills in
12. ... higher algebra;
13. and ... many great businesses have been created by
14. ... men who all but count on their
15. ... fingers.
16. ... story tells of
17. ... two schoolboy friends, one brilliant at
18. ... maths, one innumerate to the point of idiocy,
19. who meet much later when ... first
20. is ... professor
21. and ... second
22. ... multi-millionaire.
23. Unable to control his ... curiosity,
24. ... professor asks
25. ... figure-blind dunderhead how he managed to amass his fortune.

B2. *Suggest phrases with **not** which will replace the words or phrases in italics (the first sentence is the model):*

1. *Very little* is happening in our office at the moment. – not much
2. *Very few* people know about my interest in butterflies.
3. There is just *insufficient* evidence to proceed with charges.
4. This is *very similar to* your earlier proposal.
5. Money is *one of the greatest* of his worries.
6. We've had *no offers* for our house.



*B3. Do the following exercises.*

a. Choose the correct pronouns in the following text:

1. Both were looking at (each other, one another).
2. That is the university (that, which) he attends.
3. (Whichever, whatever) he chooses, he'll be satisfied.
4. (Whoever, whomever) prompts you doesn't do you a service.
5. Give him (something, anything) to eat.
6. He answered (something, nothing) but the teacher was not satisfied.
7. Has (somebody, anybody) put out the light?
8. She knows how to express (herself, oneself).
9. Can't he help (himself, itself) to the cakes?
10. They enjoyed (themselves, them) at the party.

b. Form meaningful sentences with the following strings of words:

1. will, quarter, he, to, come, a, at, eight
2. appointment, is, time, past, four, the, half
3. due, is, past, two, train, the, twenty, at
4. missing, nineteen, page, is, chapter, three, in
5. into, five hundred, is, twenty, how much?
6. the, today, twentieth, December, of, is

c. Choose the suitable words in brackets:

1. We had a (pleasant, pleasantly) time in Mamaia.
2. Jim spoke very (clear, clearly) when he told us about that.
3. We drove (slow, slowly) along the narrow road.
4. The man was smiling (pleasant, pleasantly) at the baby.
5. Don't speak so (harsh, harshly).
6. Very (true, truly) yours, Linda Brown.
7. The boy seemed (happy, happily) to see his mother.
8. Yes, she said in a (soft, softly) voice.
9. Yes, she said (soft, softly).
10. Dry wood burns (ready, readily).

*B4. Translate into English:*

1. Al treilea magazin după colț vinde încălțăminte ieftină.
2. Bibliografia pe care mi-ai recomandat-o m-a ajutat mult să-mi fac singură lucrarea, fără sprijinul nimănui.
3. Ar putea să lucreze mai mult dacă ar vrea.
4. Te-ai hotărât singur unde vrei să mergi?
5. Rosti aceste cuvinte ceva mai puțin supărat dar cu hotărâre.

**C. Texts of Political Philosophy.**

1. Write an essay about the importance and the consequences of The Declaration of Independence.
2. Write about the sources of inspiration for the American Constitution.

3. Comment upon the separation of powers in the American Constitution.
4. Comment upon the importance of The Bill of Rights for protecting the individual liberties.
5. Write about the life and political thinking of George Washington.
6. Write about the life and political thinking of John Adams.
7. Write about the life and political thinking of Thomas Jefferson.
8. Explain the notion of transcendentalism and its importance in American political thinking.
9. Comment upon the views of Ralph Waldo Emerson.
10. Write about the life and political activities of Abraham Lincoln.

#### **D. Vocabulary Practice.**

*D1. Translate into English the following text:*

Alianța transatlantică este cea mai importantă relație globală a Americii. Este trambulina pentru implicarea globală a Statelor Unite, ce permite Americii să joace rolul decisiv de arbitru în Eurasia – principala arenă de putere a lumii – și creează o coaliție care este dominantă la nivel global în toate dimensiunile cheie de putere și influență. America și Europa formează împreună axa de stabilitate globală, locomotiva economiei mondiale, sinteza capitalului intelectual global, ca și centrul inovației tehnologice. La fel de important este faptul că ele găzduiesc împreună cele mai reușite democrații ale lumii. Așadar, evoluția relațiilor dintre SUA și Europa reprezintă una dintre prioritățile administrației de la Washington.

*D2. Translate the following text into Romanian:*

From 1989 to the present, the rigidity of the centralised cultural structures and the insufficiency of the public funds have severely affected the resistance of the viable art institutions and of the Romanian cultural sector, that, for several decades, depended upon the money allotted by the state. At the same time, the long term policies of the last government had as aim the transfer of the management and financing of culture and arts, at least partially, towards the independent organisations, as well as towards local, regional and national bodies that should have financial responsibilities.

*D3. Make a dialogue containing as many American words as you can use.*

*D4. Write an essay about the election systems in USA, Great Britain and Romania. Specify strong and weak point for each.*

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